

MAS 337F/WGS 340 | Latinx Feminism & Health

Spring 2023 | TTh 9.30-11am | PAR 304

Instructor: Minich, J.

Unique #s: 40225 (MAS 337F)/45640 (WGS 340)

Flags: CD, Wr

COURSE DESCRIPTION

This course examines the intersection between Latinx feminism and health justice activism. The course begins with an overview of key concepts in public health and Latinx feminisms, emphasizing how issues of wellbeing, care and healing have been central to the development of Latinx feminist theory and activism, and continues with an analysis of Latinx expressive culture (film, music, visual art and literature) that contain feminist engagements with the idea of health.

REQUIRED TEXTS

Note: *The Department of Mexican American & Latina/o Studies purchases all required texts for MALS majors enrolled in MALS courses (so if you are a MALS major, you will receive the books listed below for free). If you are not a MALS major and cannot afford to purchase the books listed below, please notify me as soon as possible.*

1. Hernández, Daisy. *The Kissing Bug: A True Story of a Family, an Insect, and a Nation's Neglect of a Deadly Disease*. New York: Tin House, 2021. ISBN: 9781951142520
 2. Sánchez, Erika L. *Crying in the Bathroom: A Memoir*. New York: Penguin, 2022. ISBN: 9780593296936
 3. Luna, Caleb. *Revenge Body*. Oakland: Nomadic Press, 2022. ISBN: 9781955239226
 4. silva, ire'ne lara. *Blood Sugar Canto*. Hilo, Hawai'i: Saddle Road Press, 2016. ISBN: 9780991395286
- *Additional readings posted to Canvas as hyperlinks or .pdf files.*

REQUIREMENTS & GRADING

Your grade is based on the following elements. For details about the individual assignments that make up each element, more details are available [here](#).

Reading/Engagement: Because this is a discussion-based class, and because discussion is an important medium through which to develop ideas for written work, most members of this class will demonstrate consistent reading and engagement with course material through active participation in class discussion. This means coming to class with the day's readings complete, listening actively, and demonstrating your knowledge through meaningful contributions to our conversation. If this mode of engagement presents a barrier for you, it is possible to substitute class discussion with Canvas discussion posts and/or the preparation of reading/class notes on a shared file; please speak with me as soon as possible if you need to use this accommodation. It may also be possible to enhance your Reading/Engagement grade through publication in the Latinx Feminism & Health zine if the class as a whole agrees on this option.

Writing: As a course that carries the Writing Flag, this one will require you to develop your academic writing skills in the fields of Mexican American & Latina/o Studies/Women's and Gender Studies. Because these are interdisciplinary fields, your writing can take different forms and be directed at different audiences while still being considered "academic" writing. At the beginning of the semester, you will identify specific writing goals and work towards them throughout the course.

Reflection: Twice during the semester, you will have an opportunity to reflect on your learning style, goals, and areas for improvement.

Additional Requirements for an A-Range Grade: To earn an A in this class, you must complete a team project (production of the Latinx Feminism & Health zine) or an additional writing assignment.

This class is designed so that you can choose how much work to complete based on the grade you wish to earn in the class. Assignments are "bundled" in such a way that students who wish to focus on other aspects of their lives this semester can choose the C-range bundle and maximize time for other priorities; those aiming for an A or B will spend more time completing additional assignments. Because the bundles build on one another, **you do not have to choose your bundle in advance**. It is worth noting that the benefits of choosing an A or B bundle extend beyond your GPA: you will learn substantially more if you put more effort into the course!

Bundle #1: C Range

In order to earn a grade in the C range (C-, C or C+), you should more or less keep up with the reading, engage with your peers, reflect on your work, and develop your academic writing skills (including the skill of revision). You will meet the following targets:

- **Reading/Engagement:** You should plan to engage in at least **70%** of our class meetings. **Common examples:** This might mean attending roughly 70% of class meetings (9 weeks out of 13) with very active participation (at least one substantive contribution to every conversation, along with additional agreement/support comments as appropriate), or it might mean consistent attendance (missing no more than one or two classes) with more passive engagement. If you anticipate either of these being a challenge for you, you should talk to me as soon as possible about negotiating an accommodation that might involve Canvas Discussion posts, a notes file shared with the class, or a combination of the above.
- **Writing:** You must complete a minimum of **two Creative/Critical Analyses** (opportunities on January 20, February 3, February 17, and March 31) and **one Revision**.
- **Reflection:** You must complete an **Introduction** (in which you reflect on your learning style and goals, identifying your strengths as a student and areas for improvement) and a **Final Reflection** (in which you assess your own accomplishments in the class).

Bundle #2: B Range

In order to earn a grade in the B range (B-, B or B+), you must keep up with the reading most of the time, engage meaningfully with your peers, reflect on your work and revisit that reflection, and spend significant time developing your academic writing skills (including the skill of revision). You will meet the following targets:

- **Reading/Engagement:** You should plan to engage actively in at least **85%** of our class meetings. **Common examples:** This might mean attending roughly 85% of class meetings (11 weeks out of 13) with very active participation (at least one substantive contribution to every conversation, along with additional agreement/support comments as appropriate), or it might mean perfect or near-perfect attendance (missing no more than one class) with more passive engagement. If you anticipate either of these being a challenge for you, you should talk to me as soon as possible about negotiating an accommodation that might involve Canvas Discussion posts, a notes file shared with the class, or a combination of the above.
- **Writing:** You must complete a minimum of **three Creative/Critical Analyses** (opportunities on January 20, February 3, February 17, and March 31), **one Peer Review**, and **one Revision**.
- **Reflection:** You must complete an **Introduction** (in which you reflect on your learning style and goals, identifying your strengths as a student and areas for improvement) and a **Final Reflection** (in which you assess your own accomplishments in the class).

Bundle #3: A Range

In order to earn a grade in the A range (A or A), you must keep up with the reading most of the time, engage meaningfully with your peers, reflect on your work and revisit that reflection, and spend significant time developing your academic writing skills (including the skill of revision). You must also devote more time to the class, either by completing either a group project (the Latinx Feminism & Health zine) or an additional reflection. You will meet the following targets:

- **Reading/Engagement:** You should plan to engage actively in at least **85%** of our class meetings. **Common examples:** This might mean attending roughly 85% of class meetings (11 weeks out of 13) with very active participation (at least one substantive contribution to every conversation, along with additional agreement/support comments as appropriate), or it might mean perfect or near-perfect attendance (missing no more than one class) with more passive engagement. If you anticipate either of these being a challenge for you, you should talk to me as soon as possible about negotiating an accommodation that might involve Canvas Discussion posts, a notes file shared with the class, or a combination of the above.
- **Writing:** You must complete a minimum of **three Creative/Critical Analyses** (opportunities on January 20, February 3, February 17, and March 31), **one Peer Review**, and **one Revision**.
- **Reflection:** You must complete an **Introduction** (in which you reflect on your learning style and goals, identifying your strengths as a student and areas for improvement) and a **Final Reflection** (in which you assess your own accomplishments in the class).
- **Additional Assignment:** In order to earn an A-range grade in this class, you must either complete an additional Creative/Critical Analysis (for a total of **four Creative/Critical Analyses**) or **actively participate in the production collective for the Latinx Feminism & Health zine**. Please note that if you complete these assignments but do not meet the A-range targets for Reading/Engagement, Writing, or Reflection, these assignments will convert to extra credit in the bracket you complete.

+/- Grades: Your base letter grade will be determined by the grade bundle for which you complete the Writing targets. **In other words, you cannot receive a letter grade of A/B unless you complete all the Writing targets for that grade bracket.** However, if you meet the Writing targets for one grade bracket but the Reading/Engagement or Reflection targets for the next bracket, you will receive a +. Likewise, if you meet the Writing targets for one grade bracket but fall short on either the Reading/Engagement or Reflection targets, you will receive a -. (If you fall short on both Reading/Engagement and Reflection, you will move to a + in the next lowest bracket.)

Grading Policy: All work is graded on a complete/incomplete basis. This means you do not receive letter grades for individual assignments; rather, all assignments that meet the criteria for that assignment will be marked “complete” and receive full credit, while all assignments that do not meet criteria will be marked “incomplete” and receive no credit. If an assignment is marked “incomplete,” I will explain why it failed to meet criteria, and you will have one week from the date of my comment to resubmit for credit.

FLAGS

Cultural Diversity: 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.

Writing: This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

COURSE VALUES

Academic Integrity: Students who violate University rules on academic misconduct are subject to the student conduct process and potential disciplinary action. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from probation, deferred suspension and/or dismissal from the University. To learn more about the academic integrity standards, tips for avoiding a potential academic misconduct violation and the overall conduct process, please visit the [Student Conduct and Academic Integrity website](#).

Disability and Access: The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, you may contact Disability and Access (D&A). Please refer to [D&A's website](#) for contact and more information. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course. **I recognize that not all disabilities are formally documented with the university for a variety of reasons, and am committed to working with you even if you do not have an Accommodation Letter, provided that I can do so in a way that ensures equitable grading for everyone in the class; please talk to me as early in the semester as possible about how I can facilitate your success in this class.**

Plagiarism: Using someone else’s work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Title IX: Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the [Title IX Coordinator](#). **Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.**

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has [developed supportive ways](#) and compiled [campus resources](#) to support all impacted by a Title IX matter.

If you would like to speak with a Case Manager for Support and Resources, who can provide support, resources or academic accommodations, in the Title IX Office, please email supportandresources@austin.utexas.edu. A Case Manager can also provide support, resources and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

SCHEDULE

Readings designated for each day must be completed before class begins. Schedule subject to change; changes will be communicated in writing via Canvas.

Week One: January 9-13 | Introductions & Key Concepts: Latina Feminism

T Introductions

Th Gloria Anzaldúa, “La herencia de Coatlicue/The Coatlicue State” and “La conciencia de la mestiza/Towards a New Consciousness” (Canvas)

WORK DUE (Friday, January 13, at 11.59pm): Introduction

Week Two: January 16-20 | Key Concepts: Latina Feminism

T Cherríe Moraga, “A Long Line of Vendidas” (Canvas)

Th Iris Morales, “Sterilized Puerto Ricans;” “Women Organizing Women” (Canvas)

WORK DUE (Friday, January 20, at 11.59pm): Creative/Critical Analysis I

Week Three: January 23-27 | Key Concepts: Structural Racism, Structural Violence, and Abolition Medicine

T Paul Farmer, Bruce Nizeye, Sara Stulac, and Salmaan Keshavjee, “Structural Violence and Clinical Medicine” (Canvas)

Yoshiko Iwai, Zahra H Khan, and Sayantani DasGupta, “Abolition Medicine” (Canvas)

Th Edna Viruell-Fuentes, Patricia Y. Miranda, and Sawsan Abdulrahmin, “More Than Culture: Structural Racism, Intersectionality Theory, and Immigrant Health” (Canvas)
Johanna Fernández, “Diseases of Poverty” (Canvas)

Week Four: January 30-February 3 | Health Justice, Gender Justice, Racial Justice

T ire’ne lara silva, *Blood Sugar Canto* (part i-part iii) (purchase at UT Coop)

Th ire’ne lara silva, *Blood Sugar Canto* (part iv-part v) (purchase at UT Coop)

WORK DUE (Friday, February 3, at 11.59pm): Creative/Critical Analysis II

Week Five: February 6-10 | Health Justice, Gender Justice, Racial Justice

T Jaime Cortez, *Sexile/Sexilio* (Canvas)

Th Caleb Luna, *Revenge Body* (purchase at UT Coop)

Week Six: February 13-17 | Health Justice, Gender Justice, Racial Justice

T Daisy Hernández, *The Kissing Bug* (pp 1-73) (purchase at UT Coop)

Th Daisy Hernández, *The Kissing Bug* (pp 77-133) (purchase at UT Coop)

WORK DUE (Friday, February 17, at 11.59pm): Creative/Critical Analysis III

Week Seven: February 20-24 | Health Justice, Gender Justice, Racial Justice

T Daisy Hernández, *The Kissing Bug* (pp 137-212) (purchase at UT Coop)

Th Daisy Hernández, *The Kissing Bug* (pp 213-263) (purchase at UT Coop)

Week Eight: February 27-March 3 | Health Justice, Gender Justice, Racial Justice

T **FILM (watch before class):** *Memories of a Penitent Heart* (link on Canvas to streaming link via UT Libraries)

Th **SHORT FILM (watch before class):** *Dirty Laundry* (link on Canvas to Vimeo streaming link)

Helena María Viramontes, "The Moths" (Canvas)

WORK DUE (Friday, March 3, at 11.59pm): Peer Review

Week Nine: March 13-17 | SPRING BREAK

No class, no work! Rest and enjoy.

Week Ten: March 20-24 | Reproductive Justice

T **FILM (watch before class):** *No más bebés* (link on Canvas to streaming link via UT Libraries)

Th *Revolutionary Motherhood*, zine by Mamas of Color Rising (Austin, TX) and Young Women United (Albuquerque, NM) (Canvas)

Week Eleven: March 27-31 | Reproductive Justice

T Javier Zamora, "June 10, 1999" (Canvas)

Norma Angelica Marrun, "Why Don't You Love Her?" (Canvas)

Th Jasminne Méndez, "Red Jasmin(n)e" (Canvas)

WORK DUE (Friday, March 31, at 11.59pm): Creative/Critical Analysis IV

Week Twelve: April 3-7 | Reproductive Justice & Mental Health

T Erika L. Sánchez, *Crying in the Bathroom* (xiii-84) (purchase at UT Coop)

Th Erika L. Sánchez, *Crying in the Bathroom* (85-132) (purchase at UT Coop)

WORK DUE (Friday, April 7, at 11.59pm): Latinx Feminism & Health zine (group project)

Week Thirteen: April 10-14 | Reproductive Justice & Mental Health

T Erika L. Sánchez, *Crying in the Bathroom* (145-175) (purchase at UT Coop)

Th Erika L. Sánchez, *Crying in the Bathroom* (176-232) (purchase at UT Coop)

WORK DUE (Friday, April 14, at 11.59pm): Revision

Week Fourteen: April 17-21 | Mental Health

T The Heumann Perspective Podcast (featured: Dior Vargas) (link on Canvas to audio stream & transcript)

Th **Course Conclusions**

WORK DUE (Friday, April 7, at 11.59pm): Final Reflection

Week Fifteen: April 24 | LAST CLASS DAY & FINAL DAY TO SUBMIT WORK