



[“CORAZÓN DE MELÓN” by CELESTE DE LUNA](#)

MAS 337I (40295) (AMS 370, WGS 340)
Syllabus

TEJANA CULTURAL STUDIES
Fall 2023

burning in my blood
 in the blood of women like me who are the
 children of silent mothers who still dream of freedom still are
 haunted by longing running between working and caretaking
 what terrible force their longing still exerts volcanoes
 of longing hurricanes of longing deserts of longing
 to create to be
 free to speak their truths and own their own bodies their own

voices

—[ire'ne lara silva, “i come from women illiterate and rough-skinned”](#)

Instructor: Dr. Lilia Raquel Rosas

LAND ACKNOWLEDGMENT

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 DESCRIPTION

With the publication of *Entre Guadalupe y Malinche*, editors Inés Hernández-Ávila and Norma Elia Cantú solidify their mandate to legitimize Tejan@/x Studies as an arena worthy of ongoing research, study, and comprehension. Furthermore, they center the narratives of Tejanas as a necessary part of the conversation to understand this emergent field of inquiry and integral to Chicana Studies. In this course, we investigate the history of Tejanas to reaffirm and reclaim their place and role in the histories of Native Americans, woman, Chican@/xs, Greater Mexico, and the United States. We will further explore how transfronteriza and transregional discourses complicate this history. Last, we will contemplate how their stories are

fundamental to illuminating the struggles, resistance, and liberation of Chicanas, xicanindias, mestizas, and fromexicanas from precontact to decolonization.

LEARNING OUTCOMES

Students will improve their analytical abilities through reading, writing, researching and discussing class materials. As a course within the curriculum of MALS, students will learn about the nuances of Mexican American and Latina/o experience, and, specifically women of Texas-Mexican earth. Ultimately, they will learn to think critically about the field of emerging field of Tejan@/x Studies and they will be able to:

1. Be familiar and analyze the significant forces, events, and persons relevant to historical struggles over equality, identity, and social justice in the histories of Tejanas.
2. Use and prioritize the analytical lenses of gender and sexuality, along with race and class, to understand the identity formations, subjectivities, and the multiple oppressions confronted by Tejanas.
3. Recognize the importance transfronteriza and transregional discourse in shaping a diverse and pluralistic Tejana experience.

This course carries 3-flags:

Cultural Diversity in the United States: 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.

Independent Inquiry: This course carries the Independent Inquiry flag. Independent Inquiry courses are designed to engage you in the process of inquiry over the course of a semester, providing you with the opportunity for independent investigation of a question, problem, or project related to your major. You should therefore expect a substantial portion of your grade to come from the independent investigation and presentation of your own work.

COMMUNICATION & CLASSROOM SUCCESS

Please feel free to email me since this is the best and most effective way to contact me. I check it frequently, so email me whenever you have questions or concerns. I also strongly encourage you to talk to me during office hours, before or after class, or make an appointment with me if you have any questions, comments, or other issues.

In my experience, students who stop by to talk, email, or communicate frequently, attend class regularly, complete the assigned readings, and participate in the classroom discussion and all assignments tend to be more successful in the class. Similarly, I will email you regularly with reminders, instructions, and late breaking information. Last, if I ever cancel class, email and Canvas is how you will know it, so please check both daily.

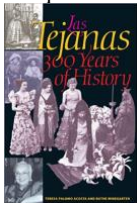
Statement of Learning Success: Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or Center if you would like.

Diversity, Equity and Inclusion: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

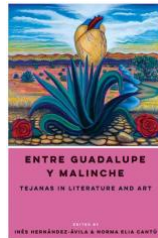
COURSE REQUIREMENTS

Required assigned books and course materials: Available at University Coop Bookstore or the bookstore of your choice) to purchase/rent OR available digitally via UT libraries/Canvas:

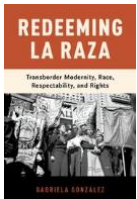
Required:



Acosta, Teresa Palomo and Ruthe Winegarten. *Las Tejanas: 300 Years of History*. Austin: University of Texas Press, 2003.



Hernández-Ávila, Inés and Norma Elia Cantú, eds. *Entre Guadalupe y Malinche: Tejanas in Literature and Art*. Austin: University of Texas Press, 2016.



González, Gabriela. *Redeeming La Raza: Transborder Modernity, Race, Respectability, and Rights*. New York: Oxford University, 2018.



Méndez, Jasminne. *Night-Blooming Jasmin(N)E: Personal Essays and Poetry*. Houston, Texas: Arte Público Press, 2018.

Additional articles and chapter excerpts will be made available on CANVAS or via an online link. Readings and handouts distributed in class and/or via Canvas during the course of the semester will become also part of your required readings.

Attendance: Attendance is required and repeated absences will be noted by detrimentally impacting your participation grade. When missing class, you must provide a valid reason for your absence with appropriate documentation. This policy does not include absences due to university-related activities (sports, conferences), or to serious medical issues (severe illness or death in the immediate family), which are excused and not deducted (with documentation). **Three (3) or more** unexcused or “no contact” absences will result in **the overall grade reduction of full letter grade (10%)**.

Class Participation: Come prepared and on time to class. This includes that you bring the appropriate reading(s) and course materials, and complete the assigned reading. Make sure when you read, you read actively. Consider questions such as the following while you read, which may also help with your regular journaling assignment: What is the argument or purpose of this work or chapter? What kind of issue(s) are the authors addressing? Why is this reading significant? How can I highlight a significant point(s) in the class discussion through a specific example(s)? What questions or issues does the reading cause me to reflect about in my own understanding? *Assignments will include:*

Weekly Check-In Journal: You also will be responsible for maintaining a check-in journal once a week throughout the semester that you will submit to Canvas. This will be a place to reflect on your journey, struggles, insights about learning. You might write about any topic, subject-matter, or issue you wish but this is meant to be a place to check-in on how your handling the workload, other obstacles you may be encountering, and/or to alert me about anything else. These journal entries are especially crucial if you are engaging with this course on your own time and not engaging synchronously with class meetings.

Research Proposal and Bibliography: In the 3-4 page proposal, you will identify and discuss your proposed topic and argument for your semester-long final research paper, which will allow you to delve more deeply into a topic addressed in class or tackle an arena, which needs closer consideration or intrigues your interest. Additionally, you will provide a detailed bibliography with 10-12 sources.

Rough Draft of Final Paper: In this 8-10 page preliminary paper, you will provide a draft of your final research paper. This paper will be an opportunity to uncover/recover an area of the Tejana histories, which needs further investigation.

Final Project Digital Presentation: You have an opportunity to create an online presentation to further illustrate your research, where you select “artifacts” (literal or figurative cultural/historical objects) that represents your final project.

Final Paper: In this final 10-12 page original paper, you will pursue a semester-long rigorous inquiry on a previously identified topic where you develop and write an analytical research paper to illuminate the Tejana experience.

The grade distribution for each requirement/assignment will be as follows and none are negotiable:

- | | | | |
|------------------------------------|-----|------------------------------------|-----|
| • Attendance and Participation | 15% | • Rough Draft of Final Paper | 20% |
| • Weekly Check-In Journal | 5% | • Final Paper Digital Presentation | 20% |
| • Research Proposal & Bibliography | 10% | • Final Paper | 30% |

Class Expectations: Learning Principle: This course uses the principle of collaborative learning or seminar format. In other words, I believe the classroom is a place of mutual respect and shared learning. In addition, it is a place where everyone’s informed or well-thought comments will be valued. This means we are here to learn from each other. I expect you to participate by listening, making comments, responding to your classmates, and asking questions. In turn, I will facilitate, direct, summarize, and clarify the discussion. Participation means more than just coming to class and hoping that you can get the answers from the instructor or the students who talk a lot. Collaborative learning means that it is your responsibility to share your own considered perspective on the assigned reading,

assignment, or topic. In turn, the class will be structured to make sure that your views will enhance our understanding of the purpose of each class discussion.

Common Courtesy: Overall, you are also expected to conduct yourself appropriately by turning off your cell phones and other electronic devices or safely securing them in a pocket, purse, backpack, or book bag with the ringer/tones turned off. Texting or “secret surfing/chatting” on computers (other devices) in our classroom (Facebook, Twitter, Tumblr, Threads, Pinterest, Instagram, Snapchat, WhatsApp, Hulu, Netflix, etc.) is also not allowed. While these may seem like minor infractions, they contribute to a disrespectful and unprofessional classroom environment that interferes with the work all of us are trying to accomplish together.

COURSE POLICIES

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: 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.

Grading: The final course grade will be assigned based on the completion of the course requirements within the semester and will adhere the following grading scale:

Grade	Cutoff	Grade	Cutoff
A	94%	C+	77%
A-	90%	C	74%
B+	87%	C-	70%
B	84%	D	65%
B-	80%	F	<59%

Assignment Guidelines and Late Work: I will distribute detailed guidelines as we approach certain assignments such as the proposal, essays, paper, and presentations. All assigned work is due on the due date, and is submitted via Canvas. Please do not count on uploading/submitted your assignments via Canvas right before the class meeting time.

Late assignments/papers will **only be accepted without penalty** if you negotiate an alternative due date with me at least 48 hours prior to the due date and turn in the paper within a week of the original deadline. Likewise, it is up to my discretion to decide which circumstances constitute the need for an alternative due date. Otherwise, late papers will be penalized according one-half grade (5 points) if turned in within 48 hours of the due date, and one full grade (10 points) if turned in within one calendar week of the due date. After that, they will be penalized 15 points everyday. I also reserve the right to grade these papers until the end of the semester.

Names and Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

UNIVERSITY POLICIES

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>.

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.

Q Drop Policy: If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

University Resources for Students: Disability & Access (D&A): 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 please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. 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.

Counseling and Mental Health Center (CMHC): All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit <https://cmhc.utexas.edu> or call 512-471-3515.

University Health Services (UHS): Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services

offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The Sanger Learning Center: Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

Other resources include:

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Important Safety Information: If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and COVID-19:

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at [distribution sites](#) throughout campus. Students can receive up to four tests at a time.
- The university will provide [symptomatic COVID-19 testing](#) on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
 - [COVID-19 Information and Resources](#)
 - [COVID-19 Exposure Action Chart](#)

Carrying of Handguns on Campus: Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Title IX Reporting: Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s [relevant policies](#)

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

Campus Safety: The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

COURSE SCHEDULE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>.

Check this site regularly and use it to ask questions about the course schedule. **Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

<i>Date</i>	<i>Topics/Items Due</i>
WEEK ONE: RE-IMAGINING TEJANA HISTORY	
Tuesday, 22 August	Introductions and Course Syllabus
Thursday, 24 August	<ul style="list-style-type: none"> • Reading: Aurora Levins Morales, "The Historian as Curandera": http://www.auroralevinsmorales.com/uploads/4/2/9/2/4292077/the_historian_as_curandera.pdf Yolanda Chávez Leyva, "'There Is Great Good in Returning': A Testimonio from the Borderlands," <i>Frontiers: A Journal of Women Studies</i> 24, no. 2/3 (2003), pp. 1-9 (Canvas)
WEEK TWO: RE-IMAGINING TEJANA HISTORY/ INDIGENIETY Y TIERRA NATAL	
Tuesday, 29 August	<ul style="list-style-type: none"> • Reading: Inés Hernández-Ávila, "Introduction: Women of Texas-Mexican Earth," in <i>Entre Guadalupe y Malinche</i>, pp. 1-18 (Canvas) Emma Perez, "Between Manifest Destiny and Women's Rights: Decolonizing Chicana History," in <i>Entre Guadalupe y Malinche</i>, pp. 115-125
Thursday, 31 August	<ul style="list-style-type: none"> • Reading: Acosta and Winegarten, <i>Las Tejanas</i>, Chapter 1: "Native Women, Mestizas, and Colonists" (Canvas) Marisa Muñoz, "River as Lifeblood, River as Border: The Irreconcilable Discrepancies of Colonial Occupation From/With/On/Of the Frontera," in <i>Indigenous and Decolonizing Studies in Education: Mapping the Long View</i>, pp. 62-81 (Canvas) <p><u>Weekly Check-In Journal Entry Due Friday, 1 September 2023</u></p>
WEEK THREE: INDIGENIETY Y TIERRA NATAL	
Tuesday, 5 September	<ul style="list-style-type: none"> • Reading: Susana Renteria Almanza, "Reflections of La Madre Tierra," in <i>Entre Guadalupe y Malinche</i>, pp. 70-75 (Canvas) Patrisia Gonzales, "The Pyramids I Call Home," in <i>Entre Guadalupe y Malinche</i>, pp. 100-105 (Canvas) Inés Hernández-Ávila, "Tejana Intonations/Nez Perce Heartbeat: Notes on Identity and Culture," <i>a/b: Auto/Biography Studies</i>, 7.2 (1992), pp. 292-307, DOI: 10.1080/08989575.1992.10815027 (Canvas)
Thursday, 7 September	<ul style="list-style-type: none"> • Reading: Acosta and Winegarten, <i>Las Tejanas</i>, Chapter 2: "The Status of Women in the Colonial Period" (Canvas) Juliana Barr, "Indian Women Who 'Carry Gallantry Still Further Than the Men': A Barometer of Power in Eighteenth-Century Texas," in <i>Texas Women: Their Histories, Their Lives</i>, pp. 5-29 (Canvas) <p><u>Weekly Check-In Journal Entry Due 8 September 2023</u></p>
WEEK FOUR: CONQUEST & COLONIZATION	
Tuesday, 12 September	<ul style="list-style-type: none"> • Reading: Acosta and Winegarten, <i>Las Tejanas</i>, Chapter 3: "From the Republic of Texas to 1900" (Canvas)

	Teresa Palomo Acosta, "Forgiving Stephen F. Austin and the Old Three Hundred," in <i>Entre Guadalupe y Malinche</i> , pp. 336 (Canvas)
Thursday, 14 September	<ul style="list-style-type: none"> • Reading: González, <i>Redeeming La Raza</i>, Chapter 1: "Social Change, Cultural Redemption, and Social Stability" (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 15 September 2023</u> <u>Research Proposal & Bibliography Due 15 September 2023</u>
WEEK FIVE: MIGRATIONS & TRANSLOCATIONS WITHIN MODERNITY	
Tuesday, 19 September	González, <i>Redeeming La Raza</i> , Chapter 2: "Masons, Magonistas, and Maternalists" (Canvas) Chapter 3: "Crossing Borders to Rebirth the Nation" (Canvas)
Thursday, 21 September	<ul style="list-style-type: none"> • Reading: González, <i>Redeeming La Raza</i>, Chapter 4: "All for Country and Home" (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 22 September 2023</u>
WEEK SIX: MIGRATIONS & TRANSLOCATIONS WITHIN MODERNITY	
Tuesday, 26 September	<ul style="list-style-type: none"> • Reading: González, <i>Redeeming La Raza</i>, González, <i>Redeeming La Raza</i>, Chapter 5: "La Pasionaria (The Passionate One)" (Canvas)
Thursday, 28 September	<ul style="list-style-type: none"> • Reading: González, <i>Redeeming La Raza</i>, Chapter 6: "Struggling Against Jaime Crow" (Canvas) Paulita Huerta Garza, "Viva la libertad: Mensaje a las mujeres/Long Live Liberty: A Message to Women," in <i>Entre Guadalupe y Malinche</i> , pp. 337-338 <u>Weekly Check-In Journal Entry Due 29 September 2023</u>
WEEK SEVEN: EMPOWERING COMMUNITIES IN JUAN CROW	
Tuesday, 3 October	<ul style="list-style-type: none"> • Reading: Jennifer R. Najera, <i>Borderlands of Race</i>, Chapter 1: "The Borderlands of Race and Rights" (Canvas) Najera, <i>Borderlands of Race</i> , Chapter 2: "Establishing a Culture of Segregation" (Canvas)
Thursday, 5 October	<ul style="list-style-type: none"> • No class Reading: Najera, <i>Borderlands of Race</i> , Chapter 3: "Formal and Informal Mexican Education within the Context of Segregation" (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 7 October 2023</u>
WEEK EIGHT: EMPOWERING COMMUNITIES IN JUAN CROW	
Tuesday, 10 October	<ul style="list-style-type: none"> • Reading: Najera, <i>Borderlands of Race</i>, Chapter 4: "An Accommodated Form of Segregation" (Canvas) Najera, <i>Borderlands of Race</i> , Chapter 5: "Troubling the Culture of School Segregation" (Canvas)
Thursday, 12 October	<ul style="list-style-type: none"> • Reading: Najera, <i>Borderlands of Race</i>, Chapter 6: "Surgiendo de la Base" (Canvas) <u>Weekly Check-In Journal Entry Due Friday, 13 October 2023</u>
WEEK NINE: REVOLUTIONS & RADICAL TRANSFORMATIONS/ QUEERING TEJAZTLÁN	
Tuesday, 17 October	<ul style="list-style-type: none"> • Reading: Acosta and Winegarten, <i>Las Tejanas</i>, Chapter 10: "Politics, the Chicano Movement, and Tejana Feminism" (Canvas) Deborah R. Vargas, <i>Dissonant Divas in Chicana Music</i> , Chapter 5: "Giving Us That Brown Soul" (Canvas)
Thursday, 19 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i> (Canvas) <u>Weekly Check-In Journal Entry Due 20 October 2023</u>
WEEK TEN: QUEERING TEJAZTLÁN	
Tuesday, 24 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i> (Canvas)
Thursday, 26 October	<ul style="list-style-type: none"> • Reading: Pérez, <i>Forgetting the Alamo</i> (Canvas)

	<u>Weekly Check-In Journal Entry Due 27 October 2023</u>
WEEK ELEVEN: QUEERING TEJAZTLÁN	
Tuesday, 31 October	• Reading: Pérez, <i>Forgetting the Alamo</i> (Canvas)
Thursday, 2 November	• Reading: <i>Night-Blooming Jasmin(N)E</i> (Canvas)
	<u>Weekly Check-In Journal Entry Due 3 November 2023</u>
WEEK TWELVE: RECONQUISTA	
Tuesday, 7 November	• Reading: Méndez, <i>Night-Blooming Jasmin(N)E</i>
Thursday, 9 November	No Class: Rough Draft Prep Day
	<u>Weekly Check-In Journal Entry Due 12 November 2022</u>
WEEK THIRTEEN: RECONQUISTA	
Tuesday, 14 November	Rough Draft Prep Day
Thursday, 16 November	Rough Draft Prep Day
	<u>Weekly Check-In Journal Entry Due 17 November 2023</u>
	<u>Rough Draft of Final Paper Due 17 November 2023</u>
WEEK FOURTEEN	
Tuesday, 21 November	No Classes Meet
Thursday, 23 November	Thanksgiving Break: No Classes Meet
WEEK FIFTEEN	
Tuesday, 28 November	Rough Draft Feedback
Thursday, 30 November	Rough Draft Feedback

Final Exam: _____ date will serve as the deadline for the following two assignments:

Final Paper Due

Final Paper Digital Presentation