

# MAS 374 • Latina Feminism and Health

**Instructor:** Minich, J.  
**Unique #:**  
**Semester:** Fall 2017  
**Cross-lists:** WGS 340

**Flags:** Cultural Diversity  
**Restrictions:** n/a  
**Computer Instruction:** n/a

**Prerequisites:** Upper-division standing in Mexican American and Latina/o Studies or Women's and Gender Studies.

**Description:** This course is designed with two objectives in mind. First, it is intended to foster student expertise in the core texts and theories of Latina feminism; and second, it is intended to deepen students' analytic and research skills by examining how Latina feminism provides new insight into one specific, urgent social concern: health justice. As a result, the course begins with an overview of Latina feminist theory (with a focus on issues of health), and continues with an analysis of Latina expressive culture (film, music, visual art, and literature) that is concerned with themes of health justice. Topics addressed throughout the semester are likely to include many of the following: mental health, diabetes, sexuality, intimate partner violence, body love and fat activism, reproductive justice, environmental justice, safety at work, and transgender health. At the beginning of the semester, students will select a health-related topic for independent research, and assignments throughout the semester will be geared toward the creation of a final research project focused on that topic.

## Required Texts:

### Books (available for purchase at the UT Coop and/or your favorite online retailer):

Anzaldúa, Gloria. *Borderlands/La Frontera: The New Mestiza*, Fourth Edition. San Francisco, CA: Aunt Lute Books, 2012.  
silva, ire'ne lara. *Blood Sugar Canto*. Hilo, Hawai'i: Saddle Road Press, 2016.

### Course reader:

Purchase at Jenn's (22<sup>nd</sup> @ Guadalupe)

### Film (available to watch in the Fine Arts Library; or through your favorite video/streaming service):

*Gun Hill Road* (dir. Rashad Ernesto Green; 2011, 86 min.)

### Album (available from your favorite music provider):

Hurray for the Riff Raff, *The Navigator* (ATO Records, 2017)

## Requirements & Grading:

### Short Critical Paper

20%

4-5 pages, due Thursday, September 21. I will distribute prompts, writing tips, and more information about grading criteria at least one week before the due date. **Grading criteria:** strength and originality of argument or thesis (30%), textual support/evidence (30%), organization (30%), and writing mechanics/grammar/proofreading (10%). **Purpose:** To develop writing and critical thinking skills, as well as to identify writing strengths and weaknesses in preparation for the final research project.

### Midterm Exam

25%

On Thursday, October 19, you will turn in a take-home midterm examination covering all of the readings discussed up to that point in the semester. The exam will be composed of both shorter answers (in which you will be required to identify and define key terms) as well as longer mini-essays (in which you will be asked to identify connections between readings). You will receive a copy of the exam questions one week before the exam due date. **Grading Criteria:** Short answers, 20%; Mini-essays, 80%. **Purpose:** To survey broad themes of the class and make connections among them before choosing a topic for your final research project.

### Participation

10%

Because students bring many learning styles to the classroom, there are many ways to participate. These include speaking in class discussions, in-class writing exercises, and participating in small group discussions. There are also a variety of ways to hurt your participation grade, including non-class-related web surfing or emailing, cell phone use or texting, tardiness, and disruptive behavior, such as leaving early or taking bathroom breaks during class. If any of the above is a necessity for you, I urge you to discuss the need for an accommodation with me as soon as possible. Three late arrivals/early departures will be treated as one absence. **See "Attendance" (in the "Policies" section of this syllabus) for more details about how absences affect your participation grade and the Attendance & Participation handout for more explanation of the policy and suggestions for accommodations.**

**Research Proposal****5%**

For this assignment, due November 7, you will submit a 1-2-page description of your final research project. This assignment is due on the same day as our class session in the PCL to enable you to attend that session with a specific research topic in mind. Your research proposal should contain the following elements: a description of the topic to be investigated (at least one paragraph), a listing of your major research question(s), and a discussion of what motivates your research and what you hope to learn from this project (at least one paragraph). Additionally, if you would like to present your research in a format other than a traditional paper, you should include a detailed description of the form your project will take so that I can assess its feasibility. More information about this assignment will be presented one week before the due date. (Note: nontraditional formats are subject to approval.) **Grading criteria:** connection to theme(s) and material covered in class (25%); originality of ideas (25%); feasibility of project (25%); clarity and concreteness of topic (25%). **Purpose:** To get a head start on your final assignment and early, low-stakes feedback on your ideas.

**Research Thesis and Annotated Bibliography****15%**

For this assignment, you will submit 1) a preliminary thesis for your final research project and 2) a bibliography containing a list of seven possible sources for that project (at least five of which should be from outside of class). Your thesis should include both the primary argument of your project and some indication of the evidence that you will use to support it. This component may take one of two forms (depending on your personal writing style): a thesis statement combined with a paper outline that gives a clear sense of how you will support your argument **or** a rough draft of the introductory paper for your final paper. The annotated bibliography should include publication information for each source, along with a brief description (1-3 sentences) of what each source might contribute to your research for the final paper. You do not need to incorporate all of these sources into your final paper, but you do need to demonstrate that you are actively seeking sources to include. **Grading Criteria:** Thesis 50% (further broken down as follows: specificity/concreteness 25%, counterargument 25%, significance 25%, plausible evidence 25%); bibliography 50% (20 points for each out-of-class source and annotation). **Purpose:** To ensure that you are working on the final project over a period of time; to ensure that you get feedback on your ideas before the paper is turned in.

**Final Research Project****25%**

7-9 pages, due Friday, May 5. **Grading criteria:** strength and originality of argument or thesis (30 points), textual support/evidence (30%), organization (30%), and writing mechanics/grammar/proofreading (10%). **Purpose:** To develop writing skills; to develop and defend an original argument about course material.

**GRADING SCALE**

Letter Grade	Point Range								
		B+	88.00-89.99	C+	77.00-79.99	D+	68.00-69.99	F	1.00-59.99
A	94.00-100	B	84.00-87.99	C	73.00-76.99	D	64.00-67.99		
A-	90.00-93.99	B-	80.00-83.99	C-	70.00-72.99	D-	60.00-63.99		

**List of Assignment Due Dates:**

- Short Critical Paper (Thursday, September 21)
- Midterm Exam (Thursday, October 19)
- Research Topic Proposal (Tuesday, November 7)
- Research Project: Thesis and Annotated Bibliography (Tuesday, November 21)
- Final Research Project (Thursday, December 7)

**Policies:**

**Documented Disability Statement:** The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone), or visit <http://www.utexas.edu/diversity/ddce/ssd>.

**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. For additional information on Academic Integrity, see <http://deanofstudents.utexas.edu/sjs/acadint.php>.

**Religious Holy Days:** By UT Austin policy, you must notify me of a 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.

**Schedule:**

**Readings designated "CR" are to be found in the course reader.**

**Week One: August 28-September 1 | Introductions**

Th Introductions  
Sandra María Esteves, "A la mujer borinqueña" (CR)  
Luz María Umpierre, "In Response" (CR)

**Week Two: September 4-8 | Latina Feminisms: Core Texts**

T Excerpts from *This Bridge Called My Back*: Cherríe Moraga, "La Güera;" Gloria Anzaldúa, "La Prieta;" Aurora Levins Morales, "...And Even Fidel Can't Change That!" (CR)  
Th Cherríe Moraga, "A Long Line of Vendidas" (CR)

**Week Three: September 11-15 | Latina Feminisms: Core Texts**

T Gloria Anzaldúa, *Borderlands/La Frontera*  
Th Gloria Anzaldúa, *Borderlands/La Frontera*

**Week Four: September 18-22 | Latina Feminisms: Core Texts**

T Suzanne Bost, "Gloria Anzaldúa's Mestiza Pain" (CR)  
Aurora Levins Morales, "Mountain Moving Day" (CR)  
Th **Class Visit to the Gloria Evangelina Anzaldúa Papers at the Benson Latin American Collection**  
**WORK DUE:** Short Critical Paper (Thursday, September 21)

**Week Five: September 25-29 | Latina Feminisms: Early Activists**

T Vicki L. Ruiz, "Una Mujer sin Fronteras" (CR)  
Emma Tenayuca and Homer Brooks, "The Mexican Question in the Southwest" (CR)  
Th Iris Morales, "Women Organizing Women" (CR)  
Young Lords Platform and Rules (includes: 13 Point Program; 1970 revised 13 Point Platform; and Rules of Discipline of the Young Lords Organization) (CR)  
Women's Union Twelve-Point Program (CR)  
Women's Union Rules of Discipline (CR)  
Ten Point Health Program (CR)

**Week Six: October 2-6 | Health, Labor, and Environmental Justice**

T Cherríe Moraga, *Heroes and Saints* (CR)  
Th Priscilla Solis Ybarra, "Preface: The Making of a Chicana Ecocritic" (CR)  
Priscilla Solis Ybarra, "Introduction: Defining Mexican American Goodlife Writing" (CR)

**Week Seven: October 9-13 | Health, Labor, and Environmental Justice**

T Aurora Levins Morales, "Child of the Americas," "Class Poem," "Stroke," "Exoskeleton" (CR)  
Suzanne Bost, "Shared Ecologies and Healing Justice in the Work of Aurora Levins Morales: An Interview" (CR)  
Th Laura Pulido, "Rethinking Environmental Racism" (CR)

**Week Eight: October 16-20 | Health, Labor, and Environmental Justice**

T **In-Class presentation by professor: Juana Alicia and Ester Hernández**  
Th Midterm Exam

**WORK DUE:** Midterm Exam (Thursday, October 19)

**Week Nine: October 23-27 | Diabetes**

- T ire'ne lara silva, *Blood Sugar Canto*  
Th Gloria Anzaldúa, "now let us shift" (CR)

**Week Ten: October 30-November 3 | Body Size and Fat Activism**

- T Virginia Grise and Irma Mayorga, *The Panza Monologues* (CR)  
Th Virgie Tovar, "I'm A Fat Anti-Assimilationist (& No I'm Not Sorry)" (virgietovar.com)  
Frances Negron-Muntaner, "Jennifer's Butt" (CR)  
**In-Class presentation by professor: Virgie Tovar and Laura Aguilar**

**Week Eleven: November 6-10 | Intimate Partner Violence**

- T **Library Session (Class Meets in PCL)**  
Th Sandra Cisneros, "Woman Hollering Creek" (CR)  
Manuel Muñoz, "The Heart Finds Its Own Conclusion" and "The Comeuppance of Lupe Rivera" (CR)

**WORK DUE:** Research Topic Proposal (Tuesday, November 7)

**Week Twelve: November 13-17 | Reproductive Justice**

- T Loretta Ross and Rickie Solinger, "A Reproductive Justice History" (CR)  
Elena R. Gutiérrez, "'Baby-Makers and Welfare Takers': The (Not-So) New Politics of Mexican-Origin Women's Reproduction" (CR)  
Th Iris Morales, "Sterilized Puerto Ricans" (CR)  
Gloria Colón, "Abortions" (CR)  
Beverly Padilla, "Chicanas and Abortion" (CR)

**Week Thirteen: November 20-25 | Reproductive Justice**

- T **In-Class presentation by Professor: Favianna Rodríguez**  
Th **THANKSGIVING; NO CLASS**  
**WORK DUE:** Research Project: Thesis and Annotated Bibliography (Tuesday, November 21)

**Week Fourteen: November 27-December 1 | Transgender Health**

- T Jaime Cortez, *Sexile* (on Canvas)  
Th **Film (watch before class):** *Gun Hill Road*

**Week Fifteen: December 4-8 | Health Justice**

- T **Album (listen before class):** Hurray for the Riff Raff, *The Navigator*  
Pedro Pietri, "Puerto Rican Obituary" (CR)  
Th Course Conclusions | **RESEARCH PROJECT DUE**  
**WORK DUE:** Final Research Project (Thursday, December 7)