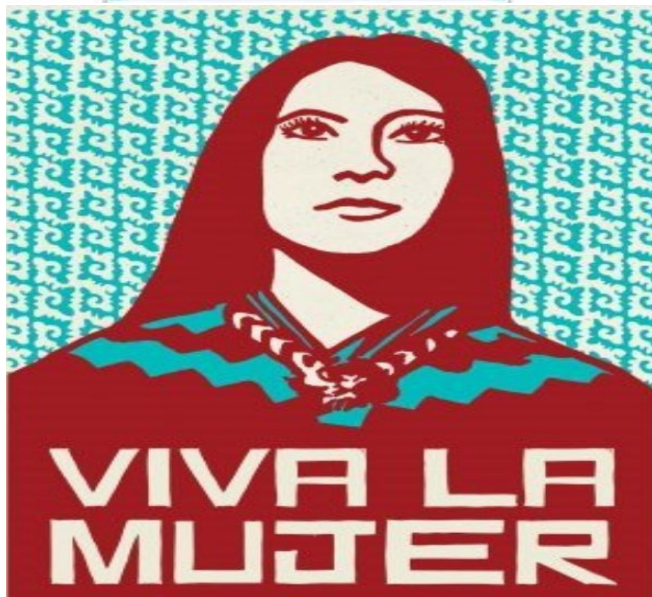
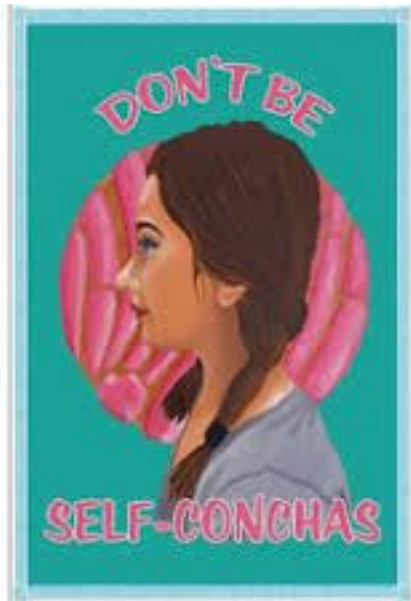


MAS 374/MAS 321/ WGS340: Chicana Feminisms (35662)



Dr. Nicole Guidotti-Hernández
Spring 2018
MW 1:00-2:30pm
CMA 5.190

Office Hours Wednesday 9:00am-12:00pm
or by appointment
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Emerging out of the social protest movements of the 1960's, Chicana Feminists offered an alternative mapping of feminist literary and political thought with the issues of gender, race, and sexuality as their primary concerns. In this course, we will examine what constitutes Chicana

Feminism in its multiple incarnations, both historically and epistemologically. Tracing Chicana feminist theory as it broke off from Chicano nationalist politics of the 1960's, to a politics that is concerned with practices of communal feminism that encompasses men and women of the working classes, we will examine how it has shifted and changed over time. We will also look at how Chicana feminist thought breaks with and intersects with Euro-American or European models of feminism. In addition, we will examine the ways in which contemporary Chicana Feminists have moved towards a more third-world and/or transnational model of feminism that takes into account the inequities that exist between first and third world subjects. Through the study of essays, history, archives, performance, and literatures that engage feminism, we will discuss how material conditions, spirituality, gender inequality, class inequality, racial inequality, and questions of sexuality allow Chicana women to engage in activities that we might understand as feminist.

Cultural Diversity in the United States

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

Required Texts

Arredondo, et. all Blackwell	<i>Chicana Feminisms</i> <i>Chicana Power</i>
García, Alma, Ed.	<i>Chicana Feminist Thought: The Basic Historical Writings</i>
Moraga, Cherríe.	<i>Loving in the War Years: lo que nunca pasó por sus labios</i>
Viramontes, Helena	<i>The Moths and Other Stories</i>

Course Requirements

Attendance and Participation

You are required to be actively involved in the learning process. Please bring your books and articles to class for the appropriate day's material. This includes any e-documents from the Canvas website. All students will be expected to attend all classes and to be prepared to discuss the assigned readings. You will be expected to take initiative in thinking through ideas and discussing them in class. In addition, I realize that not all students are talkers. If you don't talk in class, I would recommend that you do so on the twitter feed. Please use this medium to bolster your participation. I hope you actively participate in this course because I have found it is the best way to engage you in learning. Please keep in mind that if you have four or more absences, you will not be able to receive higher than a "B" grade.

Laptops are allowed in class given the mass of digital content we will work with. Please be judicious and mindful of your screen usage in class, utilizing it for the task at hand (readings and taking notes). Students should have the opportunity to engage in multiple forms of learning and this is one that should be done with good faith intentions. Groundrules: When I lecture, you can use your laptops; when we are engaging in conversation with one another, we put them away. When you are solving problems, you can use your laptops; when we discuss the meaning of those problems, we put them away. When we write in class, you can use your laptops; when we are giving one another feedback on our writing, we put them away.
(20% of course grade)

Twitter Feed

Twitter feed participation, including class posts, and opening discussions related to readings, are vital to the Chicana feminist world. Students are asked to use the class twitter feed to post relevant content, memes or other ideas the class might find useful in relation to the readings and texts we engage throughout the semester. If you have anxiety about talking in class, please post to the twitter feed so that your participation is registered for our grading. Please see the twitter etiquette handout for details on norms of usage.

Our handle is @MAS374Sp2018

Presentation

All students will give a short presentation on 1-2 essays from the *Chicana Feminist Thought* anthology. Keep in mind that you will be the point of entry into a critical discussion with your presentation. Presentations should last 5-7 minutes, summarize the key arguments of the piece, provide historical background to the argument and then provide one discussion question based on the essay(s). Students will be graded on presentation, organization, ability to keep within the time frame, quality of discussion questions and ability to lead a short class discussion. Provide one discussion question for the group to answer at the end of your presentation. (10% of grade)

Essays

Your first essay will close reads one of the texts from the course. You will be asked to give an in-depth consideration of Chicana Feminist theory based on that particular text. The Professor will provide more in-depth information when the assignment is given.

The second essay is a meme assignment. Students will create a meme and use sources from the class to explain the argument behind how the meme is representative of Chicana feminist principles.

Students will have an opportunity to rewrite the both essays if they received a “B” grade or lower.

If you are concerned with your particular level of writing expertise, please see me during Office Hours for more information and additional skills-based support.

(30% of grade)

Final Essay

Your final essay will be an 7-8 page research paper. There are two options for this assignment: an archival essay or a social media research project that develops an argument about different notions of Chicana Feminisms that we have learned throughout the course. For the first option, students will need a minimum of 5 archival sources about Chicana feminisms, feminists, or feminist struggles, along with 5 secondary sources. For the second option, students will be asked to write a research paper using 5 a minimum of social media sources such as twitter posts, facebook posts, Instagram posts, news stories, etc. and 5 secondary sources.

A handout will be provided during the 5th week of class. Please consult the handout and the Professor for approval of your topic. (30% of grade)

Prior to the end of the course, you will be required to do a pre-write or what is commonly known as a Prospectus of your final paper. It will consist of the first two pages of the final paper, the 5 bibliographic sources from outside the class and must contain a well-developed thesis paragraph. (10% of grade)

Extra Credit

Students can earn extra credit by reading one to two of the unused essays from the course in the *Chicana Feminisms* and writing a 1-2 page response paper. Students must discuss how the article or chapter engages or changes the theoretical concepts we have used during the semester to discuss the social political projects that make up what we call Chicana Feminisms. This paper can either replace a missed response paper or add additional points to your response paper grade overall. For example, if you have an A average on the papers, the extra paper will give extra points and bring you to an A+, which exceeds the overall point total. Students can write a maximum of two of these papers for extra credit.

In addition, there will be events that students can attend throughout the semester to earn extra credit. On designated days the professor will alert the students of these opportunities. After attending one of these events, students must write a 1-2 page critical response paper detailing the event, providing an analysis and arguing how it does/does not relate to the course.

GRADING

The grade distribution is as follows.

Class Participation (discussions and attendance)	25%
Oral Presentation	10%
Essay 1 and 2	30%
Prospectus of Final Paper	5%
Final Paper	30%

Points and Letter Grades

Letter grades will be assigned on papers and the mid-term even though on D2L your grades will show up as numeric values. To alleviate confusion, the following list provides the point totals for letter grades.

A +	10	C+	7
A	9.5	C	6.5
A-	9	C-	6
B+	8.5	D+	5
B	8	D-	5
B-	7.5	F	4

** All written work performed outside of class must be typed, double-spaced, with a standard (MLA, APA, Chicago long or short, ect.) citation style of documentation for outside source materials. Please consult the Professor if you have any questions regarding these guidelines.**

***** NO LATE WORK WILL BE ACCEPTED. IF YOU ARE ILL OR WILL MISS THE PAPER DEADLINE, CONTACT THE INSTRUCTOR AT LEAST 24 HOURS PRIOR TO THE DUE DATE. YOU MAY BE GRANTED AN EXTENSION DEPENDING UPON THE CIRCUMSTANCES. *****