

**CES/Women's Studies 454: La Chicana in U.S. Society**  
**MWF 2:10-3 PM, CUE 219**  
**Spring 2014**

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**La Chicana in U.S. Society**

**Course Description:** La Chicana in U.S. Society is more than a survey of Chicana life in the U.S. It is an introduction to our lives, histories, art, literature and resistance movements. It is an introduction to our theories about our lives and the dominant culture, and an introduction to the ways we understand social inequality; it is rooted in Chicana Feminist thought. This semester you are embarking on an important journey – one that is critical to understanding national and global structural shifts as well as strategies for creating a more just society. We will begin the semester by looking at early Mexicana and feminist thought, move through basic histories of Chicanas in the U.S., examine literatures and art that emerged from some of these eras and finally examine Chicana Feminist thought as a tool for challenging social inequalities. By the semester you will know who Coatlicue, Sor Juana Inés de la Cruz, Emma Tenayuca, Dolores Huerta and Gloria Anzaldúa were/are. More important, you will know how to apply the work developed by these powerful figures to contemporary issues facing Chicanas today.

**Required Texts Available at Bookie (or Amazon.com or hpb.com):**

1. Blackwell, Maylei. *Chicana Power: Contested Histories of Feminism in the Chicano Movement*. University of Texas Press. 2011.
2. López, Josefina. *Real Women Have Curves*. Dramatic Pub. 1996.
3. Mora, Pat. *My Own True Name*. Arte Público Press. 2000.
4. Moraga, Cherríe. *Watsonville/Circle in the Dirt*. West End Press. 2002.
5. Ruiz, Vicki L. *From Out of the Shadows: Mexican Women in Twentieth-Century America*. NY: Oxford University Press, 1998.
6. Reader, available at Cougar Copies
7. WSU Databases/The Internet

**Required for Graduate Students:**

1. Castillo, Ana. *Massacre of the Dreamers: Essays of Xicanisma*
2. Esquibel, Catrióna Rueda, *With her Machete in Her Hand: Reading Chicana Lesbians*
3. Gutiérrez, Elena R. *Fertile Matters: The Politics of Mexican-Origin Women's Reproduction*

**Class Grading and Requirements:**

**Class Participation (50 pts/7.6%):** Active participation in class discussions, group activities, and application exercises that are based on class readings and lectures is expected. Specific in-class group activities will be conducted throughout the semester; additionally, readings will be taught through class discussions (and not only lectures) in which you must participate.

As in other WST classes, there is no such thing as a “stupid question.” There are, however, inappropriate questions. If you ask a question which demonstrates to the professor that you have not read before class, you will be directed to “do the reading.”

Your class participation grade will be determined by your attendance and your *informed participation* in this class. Do you directly engage the material assigned in the class? Do you encourage your classmates to do so? Do you listen critically? Do you make thoughtful contributions to class discussions? Remember, opinion is very different than informed participation. Informed participation demonstrates a grappling with and understanding of assigned texts. Opinion does *not* aid class participation grades.

**Three Questions (3Q) (10 points each for a total of 120 points):** Throughout the semester students are required to write brief responses to their readings. Because these assignments are critical to understanding and fully participating in the day's curricular activities, no late 3Q assignments will be accepted. Most of these assignments will be credit/no credit. Three of these short assignments, however, will be graded (randomly), so be sure to do your best on all assignments.

For "Three Questions" assignments – be sure to *always* respond to questions with complete paragraphs (1-2 per question).

**Mid-Term Project (100 points):** At the beginning of class, Wednesday, February 26th, students must turn in two copies of a 5-6 page research paper. This paper must research and analyze a historical event or a contemporary issue that directly affects/has affected Chicana women and/or communities. Topics must be approved by the professor; a full description of the assignment will be distributed during week two.

**Poetry Presentation (20 points):** On Friday February 28<sup>th</sup>, following Wednesday's poetry workshop, student collectives will present their work to the class. This exercise is a 20pt credit/no credit assignment.

**Exam (100 points):** On Monday, March 31st we will have an in-class, cumulative, written exam covering all material discussed in class and/or covered in required readings. The exam will consist of short answer, poetry IDs, and short essay questions.

**Group Research and Discussion Packet (25 points):** On Monday April 7<sup>th</sup>, student group leaders will receive a research and discussion packet to be completed over the course of the next week. These exercises must be completed as a group. Completed packet due on Wed. April 18<sup>th</sup>.

**Group Presentation (100 points):** Building on the research projects completed for the mid-term and on their final paper projects, students will produce in-class presentations on Chicana Studies topics. With their collectives, during dead week, they will present the work they have produced to their classmates in a formal, power-point presentation. Full descriptions of the final research project will be distributed to students during week six. These are collective projects – students should not begin working on projects until they have formed their collectives.

**Final Paper (100 points):** Students will develop the research from their mid-term projects into a 10-page research project. All papers are due by 2:10 on May 5<sup>th</sup>.

Assignments	Points	Percentage of Grade
Class Participation	50	8%
Three Questions	120	20%
Mid-Term Paper	100	16%
Exam	100	16%
Poetry Presentation	20	3%
Group Packet	25	4%
Group Presentation	100	16%
Final Paper	100	16%
Total Points Possible	615	100%

*Remember to deduct 5 points for each tardy and/or cell phone penalty.*

### Grading Scale

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

### Course Policies:

**Academic Etiquette Policy:** Class begins promptly at 2:10. Arriving late or leaving early is not tolerable. Students are required to treat each other, their texts, the professor and themselves with the utmost respect. Disrespectful/disruptive behavior in class will result in dismissal until you are able to meet with the professor outside of class; a letter will also be sent to Student Conduct. Repeated disruptive behavior can result in dismissal from the course.

Regarding inappropriate questions: if you ask a question which demonstrates to the professor that you have not read before class, you will be directed to “do the reading.” If you ask a question or make a comment that is racist, sexist, homophobic, or abelist, the professor will put the question or comment on the white board so that we, as a class, can analyze it.

- Remember to turn off and put away all cell phones and electronic devices before class. ***If your phone (or similar device) is on/out during class, you will lose five points from your course grade.***
- Finally, if you are late to class *or* leave during class time, you will lose 5 points from your grade.

**Students with Disabilities:** Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations **MUST** be approved through the DRC (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

**Academic Integrity Policy:** Plagiarism or cheating on any kind on any assignment will not be tolerated and will result in a failing grade for the assignment and a report to Student Conduct. (See the WSU handbook, Academic Dishonesty; see also pages 8-9 of this syllabus). At WSU, two instances of academic dishonesty results in dismissal from the university. *If you are at any time unclear about what constitutes plagiarism or cheating, please see me.*

**Campus safety plan/emergency information:**

In the interest of campus safety and emergency procedures, please become familiar with the information available on the WSU-provided websites.

- <http://safetyplan.wsu.edu> Campus Safety Plan
- <http://oem.wsu.edu/emergencies> Emergency management web site
- <http://alert.wsu.edu> WSU Alert site

**Schedule of Readings, Activities and Assignments**

If it becomes necessary to make changes to the syllabus you will be informed of such changes during class time.

**Week One: In the Beginning, there was Coatlicue  
January 13-17**

**3Q (Due Friday this week only)** Databases: Cordelia Candelaria, “La Malinche, Feminist Prototype,” *Frontiers* 5 no.2 (Summer, 1980): 1-6. JSTOR; Reader: Sor Juana Inés de la Cruz Overview, “Hombres Necios” and “Hymns to St. Catherine.”

Monday: Review of Plagiarism (“just say no”) Lecture “Archetypes”

Wed: Lecture “Weaving Chicana Feminisms”

Friday: Group Discussion (including assigned poetry)

**Week Two: Politics of Resistance  
January 20-24**

3Q JSTOR database, “Engendering the History of Alta California, 1769-1848,” Antonia Castañeda, *California History* 76 no.2; Reader, Gina Montoya “Curandera,” (21, from *Chicana Lesbians*)

Monday: MLK Holiday

Wed: Lecture “Tres Mujeres: Chicana & Indigenous Survival at the Invasion”

Friday: Discussion + Formulating Research Questions + How to Read a Poem

**Week Three**  
**January 27-31**

3Q Ruiz: 33-71 (Confronting America and, The Flapper and the Chaperone)  
Monday: Lecture “Emma Tenayuca and Early-Twentieth Century Organizing”  
Wed.: Group Discussion  
Friday: From Questions to Sources (over-view + research) + Mora “1910” (30)

**Week Four**  
**February 3-7**

3QRuiz: 74-98 (With Pickets)  
Monday: Lecture, “Salt” + Film Salt of the Earth  
Wed: Group Discussion + 1960s/70s Chicana Feminist Poetry (Reader)  
Friday: Research continued (building your bibliography – due Wed.)

**Week Five**  
**February 10-14**

3QRuiz 99-126 (La Nueva Chicana); Reader: Ana Nieto Gómez “La Feminista”  
Monday: Lecture “Emergence/Reemergence of Chicana Feminisms”  
Wednesday: Large Group Discussion (1960s-70s + progress on bibliographies)  
Friday: Chicana Archives on the Net (in-class worksheet/overview) + “Talking about my primary source material.”

**Week Six: February 17-21**  
**(Warning: Challenging Readings this week)**

3Q Blackwell, 43-90 (Chapter 2) and Reader: Pérez, “Sexuality and Discourse,” (159-184)

Monday: Lecture “Chicana Feminist Cultural Production, estilo 1970s...”  
Wednesday: Group Discussion + “Para un Revolucionario” (Reader)  
Friday: Workshop, editing drafts + form collectives

**Week Seven**  
**February 24-28**

**MID-TERM PROJECTS ARE DUE Wednesday**

Monday: President’s Day, School Holiday  
Wednesday: History, Poetry, Power (Bring Mora to Class)  
Friday: Group Poems (20pts)

**Week Eight Fertile Matters**  
**March 3-7**

3Q Blackwell, 90- 159 (Chapters 3-4)  
Monday: Lecture “The Right to Bear Children”  
Wednesday: Group Discussion  
Friday: Group strategies for presentations: Timelines

**Week Nine**  
**March 10-14**

3Q Blackwell 160—213 (Chapters 5-6)

Monday: Lecture “Gloria Anzaldúa and Cherríe Moraga: Somos La Nueva Mestiza”

Wednesday: Group Discussion + “Borderlands” (Reader)

Friday: Guided Research

**Week Ten: Spring Break**  
**March 17-21**



**Week Eleven:**  
**March 24-28**

3Q: Ruiz, 127-146 (Public Space, Chapter 6); Moraga, *Watsonville*

Monday: Lecture “The fight in the fields”

Wed: Discussion

Friday: Review Session

**Week Twelve**  
**March 31-April 4**

Monday: Exam

Wednesday: Film Clip: Our Lady of Controversy

Friday: Collective work: Choosing symbols, mapping archtypes

**Week Thirteen**  
**April 7-11 (NACCS)**

3Q: (JSTOR databases) Michelle Téllez, “Community of Struggle: Gender, Violence, and Resistance on the U.S./Mexico Border” *Gender and Society*, Vol. 22, No. 5, (October 2008), pp. 545-567.

Monday: Lecture “What’s Globalization Got to Do with it?”

Wednesday: Globalization Worksheets

Friday: Collective exercise on presentations (worksheet due with packet on the 16<sup>th</sup>).

**Week Fourteen**  
**April 14-18**

3Q (Due Wed): Databases, JSTOR, Cynthia Bejarano "Las Super Madres de Latino America: Transforming Motherhood by Challenging Violence in Mexico," *Frontiers* 23 no.1 (2002): 126-150.

Monday: Research Day

Wednesday: Film *Señorita Extraviada*

Friday: Discussion

**Week Fifteen:**  
**April 21-25**

3Q: *Real Women Have Curves*

Monday: Introduction to text, author (*Deadline for Rough Drafts*)

Wed: Discuss Play, film clip: *Real Women have Curves*

Friday: Group Projects, last minute polish

**Week Sixteen**  
**April 28-May 2**

Presentations: No new material

Monday: Groups 1-2

Wednesday: Groups 3-4

Friday: Group 5

Remember that attendance at presentations is mandatory and that missing any presentations will cause you to forfeit 10 points from your own project grade.

**All Final Projects are Due Monday May 5<sup>th</sup> by 2:10 pm (bring to Wilson 10)**

## Plagiarism

Plagiarism or cheating of any kind on any assignment or exam will not be tolerated and will result in a *failing grade on the assignment* and a report to Student Conduct. At Washington State University, plagiarism can result in dismissal from the university.

Turning in work downloaded from the Internet, or turning in any work without citing your sources is plagiarism. Cutting and pasting information into a document, *including an annotated bibliography*, is a form of plagiarism. Always cite the source of your work and never “cut and paste” another’s work and call it your own. Other people (your professors, fellow students, tutors in the writing lab) may give you suggestions for improving a piece of written work, but the work itself must be your own. If you are at any time unclear about what constitutes plagiarism or cheating, please see me.

Among undergraduates, one of the most common forms of plagiarism is the use of other scholars' words or ideas without citations. This sort of plagiarism often occurs because of unfamiliarity with the conventions of documentation in academic papers. In this class, it is your responsibility to always cite the source of your work and to use quotation marks or “block quotations” when you use other peoples’ words.

For example, I really like the work of Cherríe Moraga and think that she can explain differences better than I ever could. If I were to use her words in my paper, I might write something like this...

Coalition among and between women, even working class women, is often a difficult task. Too often, we assume we have many things in common without acknowledging that we bring different resources to the table: different struggles, different histories. In order to build useful coalition, we need to identify and talk about our own subject positions. As Cherríe Moraga argues, “The danger lies in ranking the oppressions. The danger lies in failing to acknowledge the specificity of the oppression. The danger lies in attempting to deal with oppression purely from a theoretical base” (52).

My words begin with “Coalition among and between women...” and end with “As Moraga argues.” As soon as I begin to use Moraga’s words, I must use quotation marks (or indent the quotation). I must also cite my source.

Another form of plagiarism is turning in a paper that someone else has written and claiming it as your own. In our information age, the most common form of “turning in a paper that someone else has written” occurs when students take information from the Internet and turn it in as their own. At times a student downloads an entire paper. At other times they cut material from several sources, reassemble the material, and turn product in as their own work. Utilizing the Internet in either of these ways constitutes plagiarism and, as with any form of plagiarism in this class, will result in a failing grade for the assignment and a letter to student conduct.

Finally, you cannot turn in work for one class that you have already turned in for another class/requirement.

If you have any questions at all regarding plagiarism, please speak to your professor and/or consult your WSU Student Handbook (Topic: Academic Dishonesty), or go to the website: “Plagiarism: how to avoid it.

<http://www.wsulibs.wsu.edu/plagiarism/> has a useful tutorial for all students. For WST 300 students completing this tutorial is a course requirement.

Taking Steps to Avoid Plagiarism:

- Complete the tutorial located at <http://www.wsulibs.wsu.edu/plagiarism/> .
- When doing research, take care to mark quotations and always make a note of the source.
- Proof your paper to make sure that all quoted material **and** all paraphrased material has been attributed to its source.
- Never cut and paste from another source; never cut information from an abstract and paste it into an annotated bibliography.
- Never “borrow” a paper from a friend.
- Never turn in work that is not your own.
- Do not turn in the same paper for two different assignments.