Chicana and Chicano Studies M154/

Women's Studies M132B

CONTEMPORARY ISSUES AMONG CHICANAS

Spring 1998

Chicano Studies ID #: 144-650-200

Women's Studies ID #: 358-437-200

Lecture:

Tuesday and Thursday, 1:00-2:15, Bunche 3178

Faculty:

Professor Ortiz

Haines 275; 206-5218; 206-9838 (fax)

Email: vilma@soc.ucla.edu

Office Hours: Tuesdays 3:00-5:00

Overview

This course will examine the contemporary conditions of Chicanas in the United States. The first half of the course will focus mostly on theoretical issues relating to feminism; while the second half will focus mostly on institutions in the areas of immigration, work, politics, and education that impact Chicanas' lives. Material is presented in a comparative focus--by noting similarities and differences to other Latinas and focusing on variations among Chicanas. In addition, one goal of this course is to help you develop critical thinking skills about issues. In addition, the nature of exams and assignments for this class are designed to develop and emphasize writing.

Required Readings

Required Books: Available at Sisterhood Bookstore

1351 Westwood Blvd., LA, CA 90024, 310-477-7300


*Required Reader*: Available at Westwood Copies


**Grading and Assignments**

1. **Midterm exam – 35% of final grade**

   The midterm exam will be a take-home essay. You will be required to come to class with a draft of your assignment for a peer editing session in which a fellow student will read and comment on your paper and you will do likewise for another student. The schedule for the midterm exam is:

   **Handed out: Thursday of Week 5, 5/7/98 in class**

   **Peer Editing Session: Tuesday of Week 6. 5/12/98 in class**

   **Due: Thursday of Week 6, 5/14/98 in class**

2. **Final exam – 35% of final grade**

   The final will be a take-home essay exam. The final exam is cumulative, although it will be more weighted toward the second half of the course. The schedule for the final exam is:

   **Handed out: Thursday of Week 10, 6/11/98**

   **Due: Thursday of Finals Week, 6/18/98, 11:00 am**

   mailbox in 264 Haines or 7349 Bunche

3. **Letters and Responses – 30% of final grade**

   This year I using an assignment that I "borrowed" from Professor Alicia Gaspar de Alba with her permission. Students will be exchanging letters and responding to letters with other students in the class. The purpose of this is to give you an occasion to write your personal and critical insights about the class material as well as to provide you with an audience (beyond the professor) whose job it is to respond to your letter with her/his own personal and critical insights. Ideally your letters should express opinions, arguments, and examples, but should also be short and to the point, with little redundancy, vagueness, or chattiness. The letter/responses should be about 1-2 pages in length.

   All of you will be submitting either a letter or a response every other week. The class will be divided into group A and group B. In the first 4-week period (weeks 2-5), Group A will write the initiating letter and Group B will write the responding letter. In the second 4-week period after midterms (weeks 7-10), you will stay in your same group but will change partners. Those in
Group B write the initiating letter and those in Group A write the responses. Letters/responses are due on Tuesdays. You will need to submit two copies of your letters/responses—one copy to your partner and the other one to me. If you are not in class on Tuesday when you are scheduled to hand in a letter/response, it is your responsibility to get your letter/response to your partner in a timely fashion. You may email your letter/response to me and to your partner (provided that they have an email address.) My job is to read your letters/responses and grade them, perhaps with some feedback on form and structure. Your partner’s job is to give you written feedback on the content of your letter and also to express her/his own ideas about the week’s readings. If we do not have an even number of students in the class, there will a 3-person group. If you happen to be in that group, two of you will have to be As and the third one will be a B and respond to the two As.

No incompletes will be given at the end of this course.

Technological Issues

I envision using email and the internet as much as possible for this class. Last year, I found that using email to transmit short documents (like letters/response [see below]) worked well. However, it didn’t work well to transmit longer documents like exams. So I’m requiring that exams be submitted on paper. When you email a document to me and it’s in an attachment, you should specific the program and system that you used to create the document (like Word in Windows). I can easily assess Word and Word Perfect documents created in Windows but not documents created by a MAC. If I cant access your document, you are responsible for getting it to me in another format.

The web site for this class is: http://www.sscnet.ucla.edu/98S/chicanom154-1/. This is the first year that we have a web site. At minimum the web site will include the syllabus. But I would like to experiment with including more stuff on the web and I’m open to suggestions on how to do this. This suggests that if you do not have an email account, it would be a good idea to do so. It’s is easy and inexpensive to do this and there is a lot of support for this on campus.

Grading Criteria

The most important requirements in this course are attending class and keeping up-to-date with the class material. You are responsible for having done the assigned readings by first class meeting of each week. The class format will include both lecturing and discussion—so you need to come prepared to each class.

In this course, I stress the acquisition of critical analytical skills and writing, rather than simple rote memorization of facts and figures. It is much more important that in your assignments, you focus on making logical and concise arguments and not on simply restating the class material and readings. In addition, this class is designed to develop and emphasize writing skills by utilizing essay exams. If you want assistance with your writing, I strongly urge that you seek help from the Writing Programs, AAP tutoring, or other campus resources.

A Note About Expectations
The purpose of this course is to expose you to broad spectrum of ideas and perspectives. I know from past experience that some of these topics—particularly those concerned with racism, sexism and sexuality—evoke many deep emotional feelings in all of us. I view this course as providing a safe environment where students can express their views and openly debate the complicated and multifaceted aspects of these issues. Therefore, I encourage you to take this opportunity to discuss these issues in a honest and open manner. Moreover, I am aware that there continue to be many changes in Chicana and Chicano Studies at UCLA. I consider this course a safe environment in which the political issues can be discussed regardless of one's personal and political views in debates outside the classroom.

We must caution, however, that with this openness comes an important responsibility—**that of being respectful of others.** While we may disagree and debate, personal attacks on individuals are not allowed. This applies whether the person is a faculty, student, teaching assistant, or visitor to the class. I am confident that we will all abide by this and look forward to hearing your ideas and opinions and working with you.

**WEEKLY SCHEDULE**

**Week 1: Identity**


**Week 2: Chicana Feminism**


**Week 3: Heterosexism**


Moraga, Cherrie. 1983. A Long Line of Vendidas. Pages 90-142 in *Loving in the War Years*. Boston: South End Press. **Reread from Week 1.**


**Week 4: Family**

Romero, Chapter 2 in *Maid in the USA*.


Week 5: Religion


Cisneros, Sandra. 1991. Anguiano Religious Articles Rosaries Statues... In *Woman Hollering Creek and Other Stories*.

Film: *La Ofrenda*

Midterm Exam

Handed out: Thursday of Week 5, 5/7/98, in class

Peer Editing Session Tuesday of Week 6. 5/12/98, in class

Due: Thursday of Week 6, 5/14/98, in class

Week 6: Immigration


**Week 7: Work**

Romero, Chapter 1, 3, and 4 in *Maid in the USA*.


**Film:** *Global Assembly Line*

**Week 8: Empowerment and Politics**

Romero, Chapter 5 and 6 in *Maid in the USA*.


**Week 9: Education**


**Week 10: Future Directions for Chicana Feminism**


**Final exam**

Handed out: Thursday of Week 10, 6/11/98, in class

Due: Thursday of Finals Week, 6/18/98, 11:00 am, mailbox in 264 Haines or 7349 Bunche