

Chicana Gender Perspectives
MAS 587 Spring 2008
Psychology Building Room 304
Wednesday 5:30 to 8:00 pm

Professor: Rosario Carrillo, Ph.D.

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Office Hours: Friday 10:00 am to 12 noon or by appointment

Course Description:

This graduate advanced seminar will focus on the study of Chicana/Latina perspectives that include feminisms, womanisms, and standpoints. The graduate seminar will engage these perspectives from (her)storical, theoretical, empirical, and literary texts. The seminar will ground the application of these perspectives in educational research so as to enable participants to subsequently relate the ideas to their respective research areas like in health or history. The seminar will also address how identities are inscribed by ways of being, doing, writing, viewing, and believing.

Required Texts and Readings:

(1) Book: Gloria Anzaldúa's Borderlands/La Frontera

(2) Articles, chapters, instructions, and notices on course website: www.d2l.arizona.edu

Goals and Objectives:

Participants will know/identify, comprehend, apply, analyze, synthesize, and evaluate Chicana/Latina perspectives. (See Bloom's Learning Outcomes document on D2L).

Participants will also identify their writing needs and monitor improvement of their own writing, with an emphasis on their thesis projects. Participants will be supportive and constructive of each other's learning through Writer's Workshop. The theme of the course is "writers reading" where the participants' reading involves a constant dialogue between the authors, the words, and themselves. The aim is to read well in order to write well in multiple genres.

Course Requirements:

As in many seminar courses, students will be expected to lead at least one class session. Student participants will be expected to provide 2-3 scholarly readings at least two weeks prior to their assigned session. Readings may be posted on the class website or distributed in hardcopy. To lead the session, students will be expected to provide at least a 10 minute introduction to the topic and lead the class discussion through interactive activities for the rest of the class period. Student grades will be based on the following criteria: stated objectives, organization, preparation for the topic, creativeness of interactive activities, and ability to keep the discussion flowing. If students choose to work collaboratively, due to the small class size, a student team would present at least twice.

All students are expected to come to class prepared for discussion and debate. Students will be expected to submit a 1-2 page typed summary and analysis of the weekly readings. While the summary includes an identification of the main argument and sub-arguments of the readings, the participants' informed commentaries and questioning drive the critical analysis component. Informed commentaries and critiques draw from past readings and experiences with the subject matter. The students will then enter the summary and analysis notes into Refworks so as to be used for developing research papers. The summaries need to be emailed to the instructor (using D2L) by Monday at 5pm before the Wednesday when they are to be discussed.

The final research paper will be a 20-25 page formal academic paper. The paper will ideally have connections to participant's theses. Specific arrangements are to be made with the instructor during office hours. Final research paper is due on Wednesday May 7th, 2008 by 7:00 pm. Late papers will be docked 25% of grade for every day late. The final paper is not only a literature review. It also includes your critical analysis and integration of existing research as developed over the course of the class. It is expected that students will integrate theories, research, and experience discussed in class. In-class writing assignments that form part of the research paper, such as outlines, drafts, and revisions will be graded as part of the research paper assignment.

In order for the instructor to gauge student progress, students will be required to complete pop quizzes and short in-class writing assignments. These assignments and quizzes will not be graded.

Class attendance is required for all lectures, discussions, guest lectures, and library/technology presentations. Students should notify instructor by email or phone before missing class. Students unable to attend class must show proof of medical illness or directly speak with the instructor about their reason for non-attendance. Students with excessive absences may be dropped from the class by the instructor.

The core of the course is class discussion, so you must come prepared to participate actively in the discussion of the assigned texts. You must be willing to listen to your fellow classmates and to respond in a productive and respectful way. This means having read the assigned texts and completing the readings as well as having reflected critically on what you have read. Students are encouraged to share their opinions, express disagreements and pose new questions to further enrich discussions on the readings.

Given the importance of discussion, attendance is absolutely crucial. You are allowed a total of two absences. After two absences, your final grade will be lowered by two points off your total grade. Please arrive to class on time.

****IMPORTANT:** The course has a D2L site. I will communicate with the class through the D2L page and email. Students are responsible for checking the D2L site periodically to obtain class notes, and/or get additional information on the week.

Grading:

Attendance	15%
Weekly papers	30%
Student led discussion	15%
<u>Research paper assignment</u>	<u>40%</u>
	100%

STUDENTS WITH DISABILITIES:

If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. Information can be found here: <http://drc.arizona.edu/>

ACADEMIC DISHONESTY:

Includes, but is not limited to cheating and fabrication and PLAGIARISM, which will not be tolerated. The student shall adhere to the Code of Academic Integrity at the University of Arizona and shall avoid situations likely to compromise academic integrity. The student will receive a grade of "0" if she/he has turned in an assignment that the professor suspects is not hers/his own and the final grade will be brought down by 1/3. All cases will be reported to the Dean of Students. If the student is not familiar with the university's policies and procedures regarding academic integrity, please access the information by visiting the following webpage: <http://dos.web.arizona.edu/uapolicies/>

STUDENT ELECTRONIC EQUIPMENT:

Please turn off/put away all cell phones, iPods and personal CD players, laptops, and/or any other gadget that could lead to distractions/disruptions during class time. Students who are disruptive, read outside material in class, or sleep during class will be asked to leave the room.

PEER INFORMATION EXCHANGE:

Please share your contact information with three students in the class, so you have contact person(s) in case you are absent and/or need notes, information about assignments, and can plan class activities.

<i>Student name</i>	<i>E-mail</i>	<i>Phone number</i>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

Discussions by Week

Week 1 January 16, 2008

Chicana/Latina Gender Perspectives I

Introduction—Rosario Carrillo's Own Chicana Perspective/Philosophy on Teaching

1. Short welcome to the course and an overview of Chicana/Latina Gender Perspectives (2 minutes).
2. Introduction will include first and foremost the enactment of *convivencia* with personal introductions, food, and hopes (3 minutes).
3. Needs assessments (with focus on writing) and corresponding icebreaker (20 minutes).
4. Brainstorm of norms for the course. Volunteer to type into D2L. (Same process for completing Food Sign-up) (15 minutes).
5. KWL (with focus on course content; 5 minutes), video (30 minutes), KWL (5 minutes).
6. Rotating concentric circles to discuss of key concepts including:
 - a. the (un)certainty of social phenomena, Truth versus truth(s), and what it means to know
 - b. Chicana and Latina
 - c. gender, sex, race, ethnicity
 - d. perspectives, epistemologies, standpoint
 - e. strategic essentialism and womanism (2 minutes each topic = 10 mins.)
- *Whole group debrief to share best ideas you heard (10 minutes).
7. Distribution of syllabus online and related discussion. (2 minutes)
8. H/W assignments --> read list online (3 minutes). Summaries of readings due by 5pm Mon. 1/21st/08.
9. Brainstorming on How to Read/Analyze (5 mins.)
What kinds of perspectives are reflected in the readings? What are patterns? What are anomalies? What constructive things can we say about the writing of the authors?

Week 2 January 23, 2008

Chicana/Latina Gender Perspectives II: What is Widely Used?

Tone-setting

Food, checking-in, discussion of syllabus. Sign-up for leading class discussions, teams, and other logistics.

Objectives: 1. Discuss how course can support thesis writing, 2. Discuss key points in readings and compare writing styles.

1. Guest Speaker: Dr. Victoria Stefani. Writing your thesis. Bring your questions and concerns. We will discuss how writing in the course can help you make progress on your writing.

2. Choose timer and note-taker.

Readings

Latina Feminist Group. (2001). Introduction: *Papelitos guardados*— Theorizing *Latinidades* through *testimonio*. In Telling to live: Latina feminist testimonios. Durham: Duke University Press.

Anzaldúa, G. (1987). First half of book, pages 1-123, Borderlands, la frontera: The new mestiza. San Francisco, CA: Aunt Lute Books.

Discussion

Quick write: How do you identify? Beyond gender?! Sex, interests and the plethora of Chicana/Latina perspectives. What do leaders in the field have to say?

1. Choose timer, note-taker, summarizer.

Entering Notes/Analyses of Readings onto Refworks

These notes will be the foundation for research papers.

Week 3 January 30, 2008

Chicana/Latina Gender Perspectives III: What is widely used?

Tone-setting

Food, checking-in, logistics.

1. Paula Wolfe, librarian: how to find sources.

Readings

Arredondo, G.F., Hurtado, A., Klahn, N., Najera-Ramirez, O., & Zavella, P. (2003). Introduction: Chicana feminisms at the crossroads, Disruption in dialogue. In G.F. Arredondo, A. Hurtado, N. Klahn, O. Najera-Ramirez, and P. Zavella (Eds.), Chicana Feminisms. Durham: Duke University Press.

Anzaldúa, G. (1987). Second half of book, pages 124-246, Borderlands, la frontera: The new mestiza. San Francisco, CA: Aunt Lute Books.

Week 4 February 6, 2008

Chicana/Latina Gender Perspectives IV: Focus on Gloria Anzaldúa

Checking-In

Food, checking-in, logistics.

1. Guest Speaker: Maricruz Ruiz. Officer in Adelitas. Completed master thesis.

Readings

Anzaldúa, G. (2002). Now let us shift...the path of conocimiento...inner work, public acts. In G. Anzaldúa and A. Keating (Eds.), this bridge we call home, pp.540-578. NY: Routledge.

Saldívar-Hull, Sonia. (2000). Mestiza consciousness and politics: Gloria Anzaldúa's Borderlands/La Frontera. In S. Saldívar-Hull, Feminisms on the border: Chicana gender politics and literature, pp.59-80. Berkeley: University of California Press.

Sandoval, C. (2000). U.S. Third World Feminism: Differential Social Movement I. In Methodology of the oppressed. Minneapolis: University of Minnesota Press.

Week 5 February 13, 2008

Chicana/Latina Gender Perspectives V: Focus on Gloria Anzaldúa's Nepantla

Checking-In

Food, checking-in, logistics.

Readings

Alarcon, Norma, Kaplan, Caren, & Moallen, Mino. (1999). Introduction: Between woman and nation. In C. Kaplan, N. Alarcon, M. Moallen, Between woman and nation: Nationalism, transnational feminism, and the state. Durham: Duke University Press.

Perez, E. (1999). Sexing the colonial imaginary: (En)gendering Chicano history, theory, and consciousness. The decolonial imaginary: Writing Chicanas into history. Bloomington: Indiana University Press.

Broyles-Gonzalez, Yolanda. (2001). An oral history with Chumash Elder Pilulaw Khus. In Y. Broyles-Gonzalez (Ed.), Re-emerging Native women of the Americas: Native Chicana Latina Women's Studies, pp.3-17. Dubuque, Iowa: Kendall/Hunt.

Phillips, Layli. (2006). Womanism on its own. In L. Phillips (Ed.), The womanist reader, xix-lv. NY: Routledge.

Week 6 February 20, 2008

Chicana/Latina Gender Perspectives VI: Native Chicana/Latina, Womanism, Standpoint

Checking-In

Food, checking-in, logistics.

Readings

Collins, P. (1991/2000). Distinguishing features of Black feminist thought, pp.21-43. In Black feminist thought: Knowledge, consciousness, and the politics of empowerment. New York, NY: Routledge.

Week 7 February 27, 2008

Feminism and Sexuality: Complicating What is Meant by "Gender" and "Chicana/Latina"

Checking-In

Food, checking-in, logistics.

Readings

Butler, Judith. (1993). Introduction, pp1-26, Chapter 1 Bodies that Matter, pp.27-57 in Bodies that matter: On the discursive limits of "sex." New York: Routledge.

De Lauretis, Teresa. (1987). Introduction to Technologies of gender: Essays of theory, film, and fiction. Bloomington and Indianapolis: Indiana University Press.

Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-optation in the field. Harvard Educational Review, 66(4), 711-731.

Discussion

To be driven by student typed summaries and analyses.

Week 8 March 5, 2008

Chicana/Latina Perspective/Epistemology Influence on Educational Research

Checking-In

Food, checking-in, logistics.

Guest Speaker: Olga Briseño. Gender in the world of journalism. [alternative date is March 26th]

Readings

Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. Harvard Educational Review, 68(4), 555-582.

Delgado Bernal, D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. Qualitative Inquiry, 8(1), 105-126.

Gore, Jennifer. (1993). Introduction to The struggles for pedagogies: Critical and feminist discourses as regimes of truth. New York: Routledge.

Discussion

Quick write: How have or haven't you drawn from Chicana/Latina epistemology? Carrillo to share her journey as an educational researcher informed and inspired by Chicana/Latina epistemology. Past and current research questions and methodology about education, pedagogy, and culture.

Week 9 March 12, 2008

Traditional/Critical Education and Feminism: What happens when there is no gender perspective?

Checking-In

Food, checking-in, logistics.

Readings

McLaren, Peter. (1989). Life in schools: An introduction to critical pedagogy in the foundations of education, p. ix. New York: Longman.

Giroux, Henry. (1988). Introduction to Teachers as intellectuals: Toward a critical pedagogy of learning. Massachusetts: Bergin and Garvey Publications.

Hernandez, Adriana. (1997). Remapping pedagogical boundaries: Critical pedagogy, feminism, and a discourse of possibility. In A. Hernandez, Pedagogy, democracy, and feminism: Rethinking the public sphere. Albany: State University of New York.

Discussion

To be driven by student typed summaries and analyses. RC to focus on limitations of Freire, Giroux, McLaren using Elenes' and hooks' feminist critiques.

Week 10 March 19, 2008 no class

Week 11 March 26, 2008

Pushing the Boundaries of Critical Education: Womanist Pedagogies of the Everyday

Checking-In

Food, checking-in, logistics.

Readings

Elenes, A., González, F., Delgado Bernal, D., & Villenas, S. (2001). Introduction: Chicana/Mexicana feminist pedagogies: *Consejos, respeto, y educación* in everyday life. International Journal of Qualitative Studies in Education, 14(5), 595-602.

Trinidad Galván, R. (2001). Portraits of *mujeres desjuciasdas*: Womanist pedagogies of the everyday, the mundane and the ordinary. International Journal of Qualitative Studies in Education, (14)5, 603-621.

Villenas, S., & Moreno, M. (2001). *To valerse por si misma* between race, capitalism and patriarchy: Latina mother-daughter pedagogies in North Carolina. International Journal of Qualitative Studies in Education, 14(5), 671-687.

González, N. (2006). *Testimonios* of border identities: “*Una mujer acomodada donde quiera cabe.*” In D.D. Bernal, C.A. Elenes, F.E. Godinez, and S. Villenas (Eds.), Chicana/Latina education in everyday life: Feminista perspectives on pedagogy and epistemology (pp.197-213). NY: SUNY Press.

Discussion

Drawing on Hernandez's emphasis on everyday female cultural production as pedagogy, we will examine the new educational research area on womanist pedagogy.

Week 12 April 2, 2008

Theme:

Checking-In

Food, checking-in, logistics—turn in paragraph on topic(s) of interest for research paper.

(1)_____

Readings/Discussion

As assigned/directed by student discussion leader(s).

(2) _____
As assigned/directed by student discussion leader(s).

Readings/Discussion

As assigned/directed by student discussion leader(s). Discuss the research paper ideas from students.

Research Paper: Beginning Ideas

Discuss the research paper ideas from students.

Week 13 April 9, 2008

Theme:

Checking-In

Food, checking-in, logistics.

(3) _____

Readings/Discussion

As assigned/directed by student discussion leader(s).

(4) _____

Readings/Discussion

As assigned/directed by student discussion leader(s).

Research Paper: Next steps

Week 14 April 16, 2008

Theme:

Checking-In

Food, checking-in, logistics.

(5) _____

Readings/Discussion

As assigned/directed by student discussion leader(s).

Research Paper Development: Focusing/Grounding Arguments

Discussion

(A) Discuss assigned readings and (B) To develop their research papers, selected students will present their revisions of their outlines or sections and receive feedback from the group. Discuss using the annotations/analyses in RefWorks.

Week 15 April 23, 2008

Research Paper Development: Revising

Checking-In

Food, logistics—revised draft of research paper for your partner/triad.

Discussion

Research paper feedback and group work. RC provides feedback on trends in papers. Students give each other feedback on specific issues in writing as they work in pairs/triad.

Re-Group and Checking-Out

Week 16 April 30, 2008

Research Paper Development: Final Phase

Checking-In

Food, logistics.

Discussion

Further individual and collective work on research papers.

Checking-Out

Week 17 May 7, 2008 Last day of class

Final Thoughts

Tone-setting

RC brings food celebration, checking-in, logistics—Final Research Paper is due by 7pm. Clean-up at 7:30pm.

Discussion

Students discuss what they learned and what they still want to learn, and provide feedback on teaching/learning of the class.

Possible Additional Readings (In Progress/Draft) that Students can choose to present:

Garcia, Alama. (1997). Chicana feminist thought: The basic historical writings. New York: Routledge. Introduction, Part I pp.21-66, Part II/Section 2 pp.79-80, 92-95, 97-100.

Gonzales, S. (1997). *The Latina feminist: Where we've been, where we're going*. In A. Garcia (Ed.), Chicana Feminist Thought. NY: Routledge.

Hondagneu-Sotelo, P. (1996). Overcoming patriarchal constraints: The reconstruction of gender relations among Mexican immigrant women and men. In E.N. Chow, D.Y. Wilkinson, et al., (Eds.), Race, class, and gender: Common bonds, different voices. Pp. 184-205. CA: Sage.

Hurtado, Aida. (1996). The color of privilege: Three blasphemies on race and feminism. Ann Arbor: University of Michigan Press.

Hurtado, Aida, & Gurin, Patricia. (2004). Chicana/o identity in a changing U.S. society (Mexican American Experience). Tucson: University of Arizona Press.

Moya, Paula.M.L., & Hames-Garcia, Michael R. (2000). Reclaiming identity: Realist theory and the predicament of postmodernism. Introduction: Reclaiming identity by Paula Moya, p.1-28, The epistemic status of cultural identity: On *Beloved* and the postcolonial condition by Satya P. Mohanty, p.29-66, Postmodernism, "realism," and the politics of identity: Cherrie Moraga and Chicana feminism by Paula Moya, p.67-101, On representing Others: Intellectuals, pedagogy, and the uses of error by Caroline S. Hau, p.133-170, Who says who says?: The epistemological grounds for agency in liberatory political projects by Brent R. Henze, p.229-250. Berkeley: University of California Press.

Phillips, L. (2006). (Ed.). The womanist reader. NY: Routledge. Has applications of womanism in social work, psychology, communication and media studies, history, literature, theology, nursing science, sexuality studies, architecture/urban studies.

Participants can also peruse the books from which the instructor has pulled chapters.