

Term Information

Effective Term Summer 2021
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

- 1) Retitle WGSST 4560: Chicana Feminism to WGSST 4560: Crossing Borders with Mexican-American and Chicana Feminisms
- 2) Adding a Distance Learning offering for this course

What is the rationale for the proposed change(s)?

- 1) Most Ohio students do not know what the word "Chicana" means, so we have built the meaning into the new title. We are trying to increase enrollments in this course, and we hope that the new title will better communicate the course topic and entice more students into it.
- 2) In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4560
Course Title	Crossing Borders with Mexican-American and Chicana Feminisms
<i>Previous Value</i>	<i>Chicana Feminism</i>
Transcript Abbreviation	Chicana Feminism
Course Description	Provides a general overview of Chicana feminist theory and practice from the early 1970's to the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
<i>Previous Value</i>	560
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Baccalaureate Course
Intended Rank	Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Goals remain unchanged
<i>Previous Value</i>	

Content Topic List	<ul style="list-style-type: none">• Chicanas in the chicano movement• Chicanas and white feminism• Chicanas and the labor movement• Education• Visual art• Literature• Performance• Film• Chicana feminist icons• Sexuality• Gendered violence• Borderlands• Spirituality• Post modernity
--------------------	--

COURSE CHANGE REQUEST
4560 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/28/2021

Sought Concurrence

No

Attachments

- WGSST 4560 ASC Tech Review.docx: ASC Tech Checklist
(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)
- 4560 Latorre Syllabus (AU17).docx: Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- WGSST 4560 SP21 DL.docx: Revised DL Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

- See 2-12-21 email to M. Thomas and J. Stotlar *(by Oldroyd, Shelby Quinn on 02/12/2021 05:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 05:25 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 05:31 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 06:23 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	02/12/2021 05:22 PM	ASCCAO Approval
Submitted	Stotlar, Jacqueline Nicole	04/27/2021 03:20 PM	Submitted for Approval
Approved	Winnubst, Shannon	04/27/2021 04:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/28/2021 01:53 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/28/2021 01:53 PM	ASCCAO Approval

WGSST 4560: Crossing Borders with Mexican-American and Chicana Feminism SP21
Syllabus

Instructor: Guisela Latorre
Gender pronouns: she, her, hers
Time: Synchronous F 11:10-12:10pm + online activities

Location: Online (Zoom)
Phone: 614-247-7720
Email: latorre.13@osu.edu
Office hours: Zoom, WF 3-5pm

Accommodation for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This course will introduce you to the various forms and practices of Chicana feminism from the 1960s to the present. Chicana feminism has carved out a discursive space for Chicanas and other women of color so that they can articulate their experiences at the intersection of race, class, gender, sexuality, among other considerations. Their production of knowledge focuses on a profound understanding of systems of oppression and persistent colonization, but also on the creation of decolonial ways of being. Through this class, we will address the diversity in thinking and methodology that defines these discourses thus acknowledging the existence of a variety of *feminisms* that occur within Chicana intellectual thought. We will also explore the diversity of realms where this feminist thinking is applied: theory, cultural production (writing, art and film), sexuality, spirituality, among others. Ultimately, we will arrive at the understanding that Chicana feminism is as much an intellectual and theoretical discourse as it is a strategy for survival and success for women of color in a highly stratified society.

This class will teach the histories and cultures associated with Chicana feminism but will also instruct you on how to utilize the creativity and activism often deployed by Chicanas in your own life.

**** IMPORTANT INFORMATION ABOUT ONLINE CLASS DELIVERY! ****

WGSST 4560 will be delivered in a hybrid online format, part asynchronous and part asynchronous. We will meet only once a week on Fridays (11:10-12:10p), but you will need to carry out a considerable amount of work online in preparation for those Friday meetings. I recommend that you adhere to the following weekly schedule:

- 1- Mondays: Watch PowerPoint lecture uploaded to Carmen (posted by 9am)
- 2- Tuesdays-Wednesdays: Complete assigned readings
- 3- Thursdays: Take Carmen Weekly Quiz (available from noon Thursdays to noon Fridays)
- 4- Fridays (11:10-12:10p): Attend discussion via Zoom. Please note that this is the only portion of the class that takes place in real time.

You may adjust this schedule to suit your needs, but you are required to show up for discussion on Fridays having completed steps 1-3 above. Please see "Class Calendar" below for more details on weekly activities.

Technology Requirements: (1) Reliable internet access that allows for good quality streaming video and Zoom meetings, (2) word processing software for assignments and tests.

Required Texts

Carmen Readings

Art Materials for Altar Making

TBA

Course Objectives

Upon successful completion of this course, students will gain:

- * a basic understanding of several core concepts, theories, and methods in Chicana feminist theory;
- * basic knowledge of Chicana history and activism;
- * an understanding of the meaning, significance, and construction of gender, class, and race in the United States;
- * the ability to recognize the interplay of social influences on the development of identity;
- * improved skills in critical reading, critical observation of society, and effective communication of ideas, with a focus on the concepts, theories, and methods of the humanities and social sciences;
- * a general improvement in writing, research and artistic skills.

Class Requirements and Grading

- 1- Weekly Online Posts (20%)
- 2- Participation in Conversations (20%)
- 3- Midterm Essay (15%)
- 4- Final Essay (15%)
- 5- Research and Activism Paper or RAP (20%)
- 6- Ofrenda Project and Artist's Statement (10%)

Grading Scale

100-93% = A
 93-90% = A-
 89-88% = B+

87-83% = B
 82-80% = B-
 79-78% = C+

77-73% = C
 72-70% = C-
 69-68% = D+

67-63% = D

62-60% = D-

59 and below = F

Extra Credit

You may earn extra credit in this class by attending one or two events on or off campus that may loosely relate to the topic of Chicana/Latina feminism. You will then be required to write a 2 to 3-page report on these events. This report, due on the day of our final in-class essay, will need to include a summary of the event you attend and an explanation of how it relates to our class. Please email the extra-credit assignments directly to me (latorre.13@osu.edu).

Attendance Policy

You are allowed two unexcused absences this semester without affecting your course grade. I will allow you two unexcused absences during Friday discussions without affecting your course grade. I will subtract 10 points (5%) off your final grade in class for each additional absence you may incur. For those of you who leave class early or arrive late, you will earn only partial attendance credit for that day. In addition, you are still responsible for all the course material you miss during your absences (excused or unexcused.)

Personal Emergencies

If you experience a personal emergency during this semester such as a serious illness, death in the family, accidents and/or other unforeseen circumstances that may potentially prevent you from completing coursework in this class or attending class, please contact me immediately. I will deal with these emergencies on a case-to-case basis. Be aware, however, that in most cases you will need to provide documentation for any reported emergency in order for me to help you. Note that social events such as weddings, vacations, quinceañeras and barmitzvahs, to cite just a few examples, are not considered emergencies.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Academic Integrity Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Plagiarism

Plagiarism is a serious offense that is strictly forbidden. Use of another's work without proper documentation, intentional or not, is tantamount to plagiarism and thus unacceptable. For information on plagiarism and how to avoid it, see the following link:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Notes on Language

Even though knowledge of Spanish is not required for this class, you will find that many Chicana feminist writers use code-switching in their writing, that is, they utilize both English and Spanish as part of their intellectual vocabulary. Translations or explanations of Spanish words will be provided in class as the need arises. Nevertheless, you will be expected to familiarize yourself with a few words in Spanish that have become critical components of Chicana feminist discourse (like *mestizaje*, *la frontera*, *Aztlán*, etc.)

Teaching and Learning in Difficult Times

It is no secret that we are living in times of heightened tension since the 2016 presidential election. Teaching and learning about histories of oppression has become increasingly difficult and even painful; for many of us, these histories are too close to home. There will be days that sitting through class and/or reading assigned texts will feel overwhelming for both students and professor. For this reason, we will often focus on strategies of survival and resistance, understanding that alongside histories of oppression there are always histories of agency and resilience. Moreover, I hope that we will be able to create a community of support in the classroom where we can develop compassion and deep understanding for each other's experiences.

This is to say that I will not pretend to be impartial when it comes to the politics of our times. My commitment to gender equality and social justice do not allow me to remain uncritical of the politics associated with the current White House administration. Developing such a critical consciousness is also a key component of a feminist education. Nevertheless, I will not expect everyone to agree with me and will welcome different points of view and perspectives. Expressions of dissent are necessary for productive (albeit respectful) dialogues in the classroom.

Trigger Warnings

Some of the materials we will discuss in class can be disturbing or upsetting to some people. I will provide the proper warning to the classroom before we present potentially upsetting content. If you struggle with past traumatic experiences, let me know and we can devise some alternatives. Having said this, do expect some discomfort with the class material from time to time, as a central goal of the WGSS classroom is to expose students to histories of gendered oppression, violence and subordination that are often difficult to take in.

Class Calendar

WEEK 1 – What is a Chicana? (Jan 11)

Introduction and Course Overview (online video)

Friday discussion – Conversation - Please read before class:

- Enriqueta Longeaux Vasquez, “¡Soy Chicana Primero!” pp. 197-199.

WEEK 2 – Chicana Theories of Liberation (Jan 19)

Lecture (online video)

Friday, September 1 – Conversation - Please read before class:

- Gloria Anzaldúa, “*La conciencia de la mestiza/ Towards a New Consciousness*,” pp. 99-120.
- Cherríe Moraga, “La Güera,” pp. 50-59.
- Chela Sandoval, “Dissident Globalizations, Emancipatory, Methods, Social-Erotics,” pp. 20-32.

WEEK 3 – Chicana History (Jan 25)

Lecture (online video)

Friday discussion – Conversation - Please read before class:

- Antonia Castañeda, “Sexual Violence in the Politics and Policies of the Conquest,” pp. 201-228.
- Catherine Ramírez, “Black Skirts, Dark Slacks, and Brown Knees,” pp. 55-82.

WEEK 4 – Chicanas in *El Movimiento* (Feb 1)

Watch weekly lecture (online video)

Friday discussion – Read at home (no classes); include reaction on Weekly Post 4

- Anna NietoGómez, “La Feminista,” pp. 86-92.
- Maylei Blackwell, “Chicana Insurgencies,” pp. 43-90.

WEEK 5 – Creative Expressions: Art (Feb 8)

Watch weekly lecture (online video)

Friday discussion – Conversation - Please read before class:

- Chela Sandoval and Guisela Latorre, “Chicana/o Artivism,” pp. 81-108.

WEEK 6 – Creative Expressions: Fiction (Feb 15)

Wednesday, September 27 – Lecture and discussion, Weekly Post 5 due

Friday, September 29 – Conversation - Please read before class:

- Denise Chávez, *Face of An Angel* [excerpt], pp. 3-40.
- Helane Androne, “An Actress in a Play”: Service as Sacred Performance in Denise Chávez’s *Face of an Angel*,” pp. 79-102.

WEEK 7 – Creative Expressions: Film and Media (Feb 22)

Watch weekly lecture (online video)

Watch *Señorita Extraviada* (online film)

Friday, Discussion– In-Class Film Screening, Please read before class:

- Christina Holmes, “Body/Landscape/Spirit Relations in *Señorita Extraviada*,” pp.97-120.
- Jennifer Esposito, “Is Ugly Betty a Real Woman?” pp. 328-343.

WEEK 8 – Midterm Week (March 1)

No class, work on midterm essay

WEEK 9 – Feminist Icons: Indigenous Goddesses (March 8)

Watch weekly lecture (online video)

Friday Discussion – Conversation - Please read before class:

WEEK 10 – Feminist Icons: La Virgen de Guadalupe (March 15)

Watch weekly lecture (online video)

Friday Discussion – Conversation - Please read before class:

- Sandra Cisneros, “Guadalupe, the Sex Goddess,” pp. 46-51.
- Marietta Messmer, “Transformations of the Sacred in Contemporary Chicana Culture,” pp. 259-278.

WEEK 11 – Día de los Muertos (March 22)

Online Altar Workshop

WEEK 12 – Feminist Icons: Malinche and Sor Juana (March 29)

Watch weekly lecture (online video)

Friday Discussion – Conversation – Please read before class:

- Norma Alarcón, “Traddutora, Traditora,” p. 57-87.

WEEK 13 – Feminist Icons: Selena (April 5)

Wednesday, November 15 – Lecture and discussion, Weekly Post 9 due

Friday Discussion – Conversation - Please read before class:

- Deborah Paredez, “Selenidad and Latinidad in the 1990s,” pp. 1-30, **and** “Becoming Selena, Becoming Latina,” pp. 126-154.

WEEK 14 – Queer Realities (April 12)

Wednesday, November 29 – Lecture and discussion, Weekly Post 10 due

Friday, December 1 – Conversation - Please read before class:

- Gloria Anzaldúa, “Bridge, Drawbridge, Sandbar, or Island,” pp.140-156.
- Emma Pérez, “Decolonial Border Queers,” pp. 192-211.
- Francisco J. Galarte, “On Trans* Chican@s,” pp. 229-236.
- “LEARNING FROM THE DEATH OF GWEN ARAUJO?—Transphobic Racial Subordination and Queer Latina Survival in the Twenty-First Century”

WEEK 15 – Conclusion (April 19)

Friday Class – Wrap-Up and Evaluations – RAP Due

Final Essay Due – Finals Week

WGSS 4560 Chicana Feminism
Syllabus

Instructor: Guisela Latorre
Gender pronouns: she, her, hers
Time: WF 12:45-2:05pm
Location: Mendenhall Lab 175
Phone: 614-247-7720

Email: latorre.13@osu.edu
Office hours: Wednesdays and Fridays 2:30-4pm or by appointment
Office location: 286 University Hall

Accommodation for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Description

This course will introduce you to the various forms and practices of Chicana feminism from the 1960s to the present. Chicana feminism has carved out a discursive space for Chicanas and other women of color so that they can articulate their experiences at the intersection of race, class, gender, sexuality, among other considerations. Their production of knowledge focuses on a profound understanding of systems of oppression and persistent colonization, but also on the creation of decolonial ways of being. Through this class, we will address the diversity in thinking and methodology that defines these discourses thus acknowledging the existence of a variety of *feminisms* that occur within Chicana intellectual thought. We will also explore the diversity of realms where this feminist thinking is applied: theory, cultural production (writing, art and film), sexuality, spirituality, among others. Ultimately, we will arrive at the understanding that Chicana feminism is as much an intellectual and theoretical discourse as it is a strategy for survival and success for women of color in a highly stratified society.

This class will teach the histories and cultures associated with Chicana feminism but will also instruct you on how to utilize the creativity and activism often deployed by Chicanas in your own life.

Required Texts

Carmen Readings

Art Materials for Altar Making

TBA

Course Objectives

Upon successful completion of this course, students will gain:

- * a basic understanding of several core concepts, theories, and methods in Chicana feminist theory;
- * basic knowledge of Chicana history and activism;
- * an understanding of the meaning, significance, and construction of gender, class, and race in the United States;
- * the ability to recognize the interplay of social influences on the development of identity;
- * improved skills in critical reading, critical observation of society, and effective communication of ideas, with a focus on the concepts, theories, and methods of the humanities and social sciences;
- * a general improvement in writing, research and artistic skills.

Class Requirements and Grading

- 1- Weekly Online Posts (20%)
- 2- Participation in Conversations (20%)
- 3- Midterm In-Class Essay (15%)
- 4- Final In-Class Essay (15%)
- 5- Research and Activism Paper or RAP (20%)
- 6- Ofrenda Project and Artist's Statement (10%)

Grading Scale

100-93% = A	82-80% = B-	69-68% = D+
93-90% = A-	79-78% = C+	67-63% = D
89-88% = B+	77-73% = C	62-60% = D-
87-83% = B	72-70% = C-	59 and below = F

Extra Credit

You may earn extra credit in this class by attending one or two events on or off campus that may loosely relate to the topic of Chicana/Latina feminism. You will then be required to write a 2 to 3-page report on these events. This report, due on the day of our final in-class essay, will need to include a summary of the event you attend and an explanation of how it relates to our class. Please email the extra-credit assignments directly to me (latorre.13@osu.edu).

Attendance Policy

You are allowed two unexcused absences this semester without affecting your course grade. I will subtract half a letter grade off your final grade in class for each additional absence you may incur. For those of you who leave class early or arrive late, you will earn only partial attendance credit for that day. In addition, you are still responsible for all the course material you miss during your absences (excused or unexcused.)

Personal Emergencies

If you experience a personal emergency during this semester such as a serious illness, death in the family, accidents and/or other unforeseen circumstances that may potentially prevent you from completing coursework in this class or attending class, please contact me immediately. I will deal with these emergencies on a case-to-case basis. Be aware, however, that in most cases you will need to provide documentation for any reported emergency in order to for me to help you. Note that social

events such as weddings, vacations, quinceañeras and barmitzvahs, to cite just a few examples, are not considered emergencies.

Plagiarism

Plagiarism is a serious offense that is strictly forbidden. Use of another's work without proper documentation, intentional or not, is tantamount to plagiarism and thus unacceptable. For information on plagiarism and how to avoid it, see the following link:

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Technology Policy

Please turn off all cell phones during class. Texting and going on social media is strictly forbidden. Laptops, iPads and tablets are permitted only for the purposes of note-taking and viewing articles assigned for class during discussion. If I find that you are doing anything else with these devices during class, you will be automatically deducted one letter grade off your final class grade.

Notes on Language

Even though knowledge of Spanish is not required for this class, you will find that many Chicana feminist writers use code-switching in their writing, that is, they utilize both English and Spanish as part of their intellectual vocabulary. Translations or explanations of Spanish words will be provided in class as the need arises. Nevertheless, you will be expected to familiarize yourself with a few words in Spanish that have become critical components of Chicana feminist discourse (like *mestizaje*, *la frontera*, *Aztlán*, etc.)

Teaching and Learning in Difficult Times

It is no secret that we are living in times of heightened tension since the 2016 presidential election. Teaching and learning about histories of oppression has become increasingly difficult and even painful; for many of us, these histories are too close to home. There will be days that sitting through class and/or reading assigned texts will feel overwhelming for both students and professor. For this reason, we will often focus on strategies of survival and resistance, understanding that alongside histories of oppression there are always histories of agency and resilience. Moreover, I hope that we will be able to create a community of support in the classroom where we can develop compassion and deep understanding for each other's experiences.

This is to say that I will not pretend to be impartial when it comes to the politics of our times. My commitment to gender equality and social justice do not allow me to remain uncritical of the politics associated with the current White House administration. Developing such a critical consciousness is also a key component of a feminist education. Nevertheless, I will not expect everyone to agree with me and will welcome different points of view and perspectives. Expressions of dissent are necessary for productive (albeit respectful) dialogues in the classroom.

Trigger Warnings

Some of the materials we will discuss in class can be disturbing or upsetting to some people. I will provide the proper warning to the classroom before we present potentially upsetting content. If you struggle with past traumatic experiences, let me know and we can devise some alternatives. Having said this, do expect some discomfort with the class material from time to time, as a central goal of the WGSS classroom is to expose students to histories of gendered oppression, violence and subordination that are often difficult to take in.

Class Calendar

WEEK 1 – What is a Chicana?

Wednesday, August 23 – Introduction and Course Overview

Friday, August 25 – Conversation - Please read before class:

- Enriqueta Longeaux Vasquez, “¡Soy Chicana Primero!” pp. 197-199.

WEEK 2 – Chicana Theories of Liberation

Wednesday, August 30 – Lecture and Discussion, Weekly Post 1 due

Friday, September 1 – Conversation - Please read before class:

- Gloria Anzaldúa, “*La conciencia de la mestiza/ Towards a New Consciousness*,” pp. 99-120.
- Cherríe Moraga, “La Güera,” pp. 50-59.
- Cherríe Moraga, “The Breakdown of the Bicultural Mind,” pp. 112-131.
- Chela Sandoval, “Dissident Globalizations, Emancipatory, Methods, Social-Erotics,” pp. 20-32.

WEEK 3 – Chicana History

Wednesday, September 6 – Lecture and discussion, Weekly Post 2 due

Friday, September 8 – Conversation - Please read before class:

- Antonia Castañeda, “Sexual Violence in the Politics and Policies of the Conquest,” pp. 201-228.
- Catherine Ramírez, “Black Skirts, Dark Slacks, and Brown Knees,” pp. 55-82.

WEEK 4 – Chicanas in *El Movimiento*

Wednesday, September 13 – Lecture and discussion, Weekly Post 3 due

Friday, September 15 – Read at home (no classes); include reaction on Weekly Post 4

- Anna NietoGómez, “La Feminista,” pp. 86-92.
- Maylei Blackwell, “Chicana Insurgencies,” pp. 43-90.

WEEK 5 – Creative Expressions: Art

Wednesday, September 20 – Lecture and discussion, Weekly Post 4 due

Friday, September 22 – Conversation - Please read before class:

- Chela Sandoval and Guisela Latorre, “Chicana/o Artivism,” pp. 81-108.
- Clara Román-Odio, “Queering the Sacred,” pp. 121-147.

WEEK 6 – Creative Expressions: Fiction

Wednesday, September 27 – Lecture and discussion, Weekly Post 5 due

Friday, September 29 – Conversation - Please read before class:

- Denise Chávez, *Face of An Angel* [excerpt], pp. 3-40.
- Helane Androne, "An Actress in a Play": Service as Sacred Performance in Denise Chávez's *Face of an Angel*," pp. 79-102.

WEEK 7 – Creative Expressions: Film and Media

Wednesday, October 4 – Conversation - Please read before class:

- Christina Holmes, "Body/Landscape/Spirit Relations in *Señorita Extraviada*," pp.97-120.
- Jennifer Esposito, "Is Ugly Betty a Real Woman?" pp. 328-343.

Friday, October 6 – In-Class Film Screening, Weekly Post 6 due

- Lourdes Portillo, dir., *Señorita Extraviada* (2001), Xochitl Films production.

WEEK 8 – In- Class Midterm Essay

Wednesday, October 11 – Midterm In-Class Essay

Friday, October 13 – Autumn Break, No Classes

WEEK 9 – Feminist Icons: Indigenous Goddesses

Wednesday, October 18 – Lecture and discussion – RAP Outline and Bibliography due

Friday, October 20 – Conversation - Please read before class:

- Gloria Anzálúa, "Let us be the healing of the wound: The Coyolxauhqui Imperative – la sombra y el sueño," pp. 303-317
- Debra Blake, "Chicana Feminism: Spirituality, Sexuality and Mexican Goddesses Re-Membered," pp. 70-101.

WEEK 10 – Feminist Icons: La Virgen de Guadalupe

Wednesday, October 25 – Lecture and discussion, Weekly Post 7 due

Friday, October 27 – Conversation - Please read before class:

- Sandra Cisneros, "Guadalupe, the Sex Goddess," pp. 46-51.
- Marietta Messmer, "Transformations of the Sacred in Contemporary Chicana Culture," pp. 259-278.

WEEK 11 – Día de los Muertos

Wednesday, November 1 –Ofrenda Workshop, Weekly Post 8 due

Friday, November 3 –Altar Making – Optional Reading:

- Laura Pérez, “Altar, Alter,” pp. 91-145.

WEEK 12 – Feminist Icons: Malinche and Sor Juana

Wednesday, November 8 – Lecture and discussion, Ofrenda and Statement due

Friday, November 10 – Veteran’s Day – No Classes

WEEK 13 – Feminist Icons: Selena

Wednesday, November 15 – Lecture and discussion, Weekly Post 9 due

Friday, November 16 – Conversation - Please read before class:

- Deborah Paredez, “Selenidad and Latinidad in the 1990s,” pp. 1-30, **and** “Becoming Selena, Becoming Latina,” pp. 126-154.

Thanksgiving Break – November 22-24, NO CLASSES

WEEK 14 – Queer Realities

Wednesday, November 29 – Lecture and discussion, Weekly Post 10 due

Friday, December 1 – Conversation - Please read before class:

- Gloria Anzaldúa, “Bridge, Drawbridge, Sandbar, or Island,” pp.140-156.
- Emma Pérez, “Decolonial Border Queers,” pp. 192-211.
- Francisco J. Galarte, “On Trans* Chican@s,” pp. 229-236.

WEEK 15 - Conclusion

Wednesday, December 6 – Wrap-Up and Evaluations – RAP Due

Final In-Class Essay: Monday Dec 11, 4:00pm-5:45pm

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 4560

Instructor: Guisela Latorre

Summary: Chicana Feminism

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge or for a nominal charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
--	--	--	--	---

Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: Add dates to the weekly breakdown. Add statements b&c. Consider using the 2021 ASC Distance Learning Template. Possible privacy issue with requiring cameras on. Most instructors haven't encountered an issue with this, but be aware that some students may object on privacy grounds.

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>