

# Latina Feminist Thought and Practice

## WST 6935/4930

Instructor: Prof. Elizabeth Garcia  
Class Location: Online  
Ofc. Hours: By appointment via Zoom  
Email: egarcia1@ufl.edu

### Course Description:

Feminist movement(s) and identities have historically been attributed to white women in the United States. Intersectional feminism has made interventions into the mainstream image of feminism problematizing and expanding the definitions and identities of feminist activism and activists. This course aims to situate Latina women within feminism by looking at their histories, discourses, and practices through a feminist lens. Through interdisciplinary readings we will explore how Latinas theorize about feminism through their lived experiences; have practiced feminist activism and advocated for feminist issues; and articulate Latina feminist identities.

### Class Assignments and Grading:

Grading will be based on the following assignments:

#### Undergraduates:

Introductory Paper Part I: 15%  
Discussion Posts & Responses: 30%  
Mid-Term Analytical Paper: 20%  
Intro Paper Part II: 15%  
Final Analytical Paper: 20%

#### Graduates:

Introductory Paper Part I: 15%  
Discussion Posts & Responses: 30%  
Introductory Paper Part II: 15%  
Paper Abstract: 10%  
Final Paper: 30%

### Grading Rubric:

A= 100-93	C(S)= 76-73
A-= 92-90	C-(U)= 72-70
B+= 89-87	D+= 69-67
B= 86-83	D= 66-63
B-= 82-80	D-= 62-60
C+= 79-77	E= 59-0

## Online Elements of this Course:

I know that having to take courses online that you were perhaps looking forward to taking in person can be challenging. I typically teach all of my courses in a discussion-based format, so it is also challenging for me to teach this course online. However, in order to try to maintain some of the same dynamics and structure of the in-class experience here are some of the things that I have incorporated into this course.

1. This course will be taught mostly asynchronously which means we WILL NOT be having weekly Zoom classes during the regularly scheduled meeting times. The course will take place on Canvas. Course content will be posted online and you will respond to course material through discussion posts and written assignments. This gives you more flexibility to do the course work whenever is most convenient to you.
2. I will post the lesson for the week which may include a powerpoint lecture; links to relevant videos or other documents; and links to the week's discussion questions, by 9:00 a.m. Thursday morning.
3. Discussion posts will be due by Tuesday noon of the following week. Responses to posts will be due by Wednesday noon of the following week.
4. Every three weeks or so one of the discussion posts will ask you "how do you feel this week?" This is intended to give you us a check-in space where you can share how you're feeling about the class, about the Fall semester thus far; or anything else going on in our ongoing world in crisis. This is also a way to acknowledge that there are going to be a lot of emotions related to attending your classes online and having to be a student in the era of Covid-19. I don't want us to forget that we are all still dealing with a lot of anxieties, stresses, and frustrations at this time and I want us to have a space in which to honor those realities as well.
5. Once a month I will have an "Ask Me Anything" discussion post where you are welcomed to ask me questions you may have about the course content or anything else that might be on your mind. I will create a video where I respond to student questions and post it by the end of that week.
6. I will sign-into canvas every day 3-4 p.m. to see how the discussions are going and participate in the online discussions.
7. I will hold Office Hours via appointment on Zoom. Email me if you want to meet and we'll coordinate a time.

## Undergraduate Assignment Descriptions:

### Introductory Paper:

**Part I:** This paper is meant to situate yourself and your current understanding of feminism, which we will return to at the end of the semester.

Write a 2-page paper, double spaced, 12-point font responding to the following:

**Prompt:** What does feminism mean to you? Do you call yourself a feminist? Why or why not?

**This paper is due via canvas on Thursday, September 10<sup>th</sup>.**

**Part II:** Revisit your response to part I of this paper completed at the beginning of the semester and answer the following in a 2-page paper:

**Prompt:** Based on your experience in this course, how has your definition of feminism changed? Has your identity as a “feminist” changed?

Part II should be submitted via canvas by **Friday, December 4<sup>th</sup>.**

#### Discussion Posts & Responses

Every week there will be a number of discussion questions posted related to the readings assigned, any videos listed, and lecture presentation. Your response to these questions should be submitted by the Tuesday before class by 12:00 p.m. (noon).

You are also responsible for responding to at least 3 of your peers’ answers to the discussion questions. These should be posted by Wednesday before class 12:00 p.m. (noon) every week.

Discussion posts should be at least 150 words and include thoughtful comments, critiques and/or questions regarding the content. Your responses to your peers can be any length as long as they are engaging responses. In other words, your responses to your peers should say more than just “I agree/disagree with your point.” Explain why you agree or disagree, or raise questions about their points.

I will keep track every week of who has completed the discussion posts as assigned. At the mid-point of the semester I will post a temporary grade in the grade book for Discussion Posts which will give you a sense of where you are at the mid-point of the semester and whether you need to improve or not.

#### Mid-Term and Final Analytical Paper:

You will be given a series of writing options and prompts from which you will choose one and write a 5-7 page paper. Further detailed instructions will be provided in class at least a week before the assignment is due. The assignments will be due as follows,

**Midterm: Friday October 16th by 11:59 p.m. via Canvas and Final: Monday, December 14<sup>th</sup> by 11:59 p.m. via Canvas.**

#### **Graduate Assignment Descriptions:**

Introductory Paper Parts I & II: See undergraduate section above. Due dates will be the same as undergraduates.

Discussion Posts and Responses: See undergraduate section above.

Final Paper: A 10-page research paper will be your final project for this course. The paper should delve deeper into one of the many themes discussed in the course. A 1-page **abstract of your final paper** delineating your paper topic, argument, and method will be due via Canvas on **November 19<sup>th</sup>** by 11:59 p.m. The Final paper will be due on: **Monday, December 14<sup>th</sup> by 11:59 p.m. via Canvas.**

**Communication & Email Policy:** The best way to communicate with me is via email. You should be aware however that I check my email M-F 9a.m.-5p.m. and sparingly on weekends. Therefore, you should not expect quick responses from me if you email after 5 p.m. weekdays or during the weekends.

Communication is also key when it comes to any issues or challenges you may be having that prevent you from participating in class weekly, turning in an assignment on time, or impact your overall performance in class. Communicating with me as early as possible when confronted with an issue will ensure that I can work with you to maximize your success in the course.

**Late Work & Incompletes:** Late assignments require prior permission from the instructor and will be deducted 1/3 of a letter grade for each day they are late (ex: A- becomes a B+). Assignments over 5 days late will not be accepted.

In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

- 1) the student has completed a major portion of the course with a passing grade, AND
- 2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- 3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

### **Academic Integrity:**

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

## **Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

## **Required Texts:**

All books are available for purchase at the college bookstore and are on reserve at the library. All other readings will be found on Canvas.

Aida Hurtado, Intersectional Chicana Feminisms

The Latina Feminist Group, Telling to Live: Latina Feminist Testimonios

Elena R. Gutierrez, Fertile Matters: The Politics of Mexican-Origin Women's Reproduction

Aurora Levins Morales, Medicine Stories: Essays for Radicals

### **Week 1 (8/31-9/4): Introduction**

Readings: Syllabus and Class Structure/Organization; Class Ground Rules

### **Week 2 (9/7-9/11): Latina Feminist Thought**

Readings: Intersectional Chicana Feminisms, Intro-Ch.2

## **Intro Paper Part I Due via Canvas Thursday, September 10th**

### **Week 3 (9/14-9/18) Latina Feminist Thought**

Readings: Anzaldúa, "New Mestiza Consciousness"  
Emma Perez, "Sexing the Colonial Imaginary"  
Maria Lugones, "Playfulness, 'World'-Travelling, and Loving Perception"  
Linda Martin-Alcoff, "Decolonizing Feminist Theory: Latina Contributions to the Debate"

### **Week 4 (9/21-9/25) Latina Feminist Thought**

Readings: Intersectional Chicana Feminisms, Ch. 3-4  
"Movements, Movimientos, and Movidas," Maria Cotera, Maylei Blackwell, and Dionne Espinoza, in *Chicana Movidas*

### **Week 5 (9/28-10/2) Latina Feminist Testimonios**

Readings: From Telling to Live:

“Certified Organic Intellectual”, Aurora Levins Morales  
“The House that Mamá Biela Built”, Daisy Cocco De Filippis  
“My Name is This Story”, Aurora Levins Morales  
“Esta Risa No Es de Loca”, Caridad Souza  
“A Escondidas: A Chicana Feminist Teacher Who Writes/A Chicana Feminist Writer Who Teaches”, Norma E. Cantú  
“I Can Fly: Of Dreams and Other Nonfictions,” Eliana Rivero  
“Point of Departure,” Mirtha N. Quintanales

### **Week 6 (10/5-10/9): Latina Feminist Testimonios**

Readings: From Telling to Live:  
“El Beso,” Ruth Behar  
“Speaking Among Friends: Whose Empowerment, Whose Resistance?,”  
Luz De Alba Acevedo  
“Missing Body,” Caridad Souza  
“Telling to Live: Devoro La Mentira, Resucitando Mi Ser,” Ines Hernandez Avila

Cherrie Moraga, “La Guera”  
Gloria Anzaldua, “La Prieta”

### **Week 7 (10/12-10/16): Latina Feminist Activism**

Readings: “Pura Belpre: The Children’s Ambassador,” Lisa Sanchez Gonzalez  
“Luisa Capetillo: Feminist of the Working class,” Nancy A. Hewitt, in  
*Latina Legacies*  
“Antonia Pantoja and the Power of Community Action” Virgina Sanchez Korrol

## **Undergraduate Mid-term Paper Due Friday October 16<sup>th</sup> via Canvas**

### **Week 8 (10/19-10/23): Latina Feminist Activism**

Readings: “The Young Lords’ Early Years, 1969-1971: An Overview,” Iris Morales  
“Women Organizing Women,” Iris Morales  
“The Development of Chicana Feminist Discourse, 1970-1980,” Alma Garcia  
“La Nueva Chicana,” Vicki Ruiz  
Silva Rivera article

### **Week 9 (10/26-10/30): Latina Feminist Activism**

Readings: “Luisa Moreno and Latina Labor Activism,” Vicki Ruiz, in *Latina Legacies*

“Dolores Huerta and the United Farm Workers,” Alicia Chavez, in *Latina Legacies*

“Motherhood, Familia, Emotionality: Strategic Uses of Gendered Public Persona,” Stacey K. Sowards

“La Causa de los Pobres: Alicia Escalante’s Lived Experiences of Poverty and the Struggle for Economic Justice,” Rosie C. Bermudez in *Chicana Movidas*

**Week 10 (11/2-11/6): Politics of Reproduction**

Readings: Fertile Matters, Ch. 1-4  
Watch film “No Mas Bebés”

**Week 11 (11/9-11/13): Politics of Reproduction**

Readings: Fertile Matters, Ch. 5-7

**Week 12 (11/16-11/20): Feminist Identities**

Readings: Medicine Stories, pp. 3-88

**Graduate Students Final Paper Abstracts  
Due Thursday, November 19<sup>th</sup> via Canvas**

**Week 13 (11/23-11/27): Thanksgiving Week (NO CLASS)**

**Week 14 (11/30-12/4): Feminist Identities**

Readings: Medicine Stories, pp. 95-103; pp. 111-120; pp. 133-144; 175-178; 206-216

**Introductory Paper Part II  
due via Canvas Friday, December 4<sup>th</sup>**

**Final Paper Due Monday, December 14<sup>th</sup> via Canvas**