

WGSST 2367.02 US Latina Writers
Tue/Thu 11:10 am-12:30 pm PAES Bldg A10103

Instructor: (Brena) Yu-Chen Tai 戴宇呈 (Please address me “Dear Brena” in e-mails.)

Office Hours: Tue/Thu 12:40 pm-1:40 pm or by appointment

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Accommodation of Students with Disabilities

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office for Disability Service for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so. The Office for Disability Services is located in room 150 Pomerene Hall, 1760 Neil Avenue (614-292-3307; 614-292-0901). The website: <http://www.ods.ohio-state.edu>

Course Goals:

This course fulfills the requirements for the following GE categories: (1) Writing and Communication-Level 2, (2) Literature, and (3) Diversity in the U.S.

1. Writing and Communication-Level 2

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

2. Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

3. Social Diversity in the U.S.

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

Course Description:

This course will provide students with a general background on the different themes, histories and oppositional narratives presented in U.S. Latina literature. We will read these texts within the broader context of U.S. Latina/o history and women of color feminism, which has been largely defined by experiences of colonization, immigration, stratification, displacement, and marginalization, but also determined by expressions of empowerment, social protest, and radical politics. U.S. Latina literary production will be situated somewhere between the Latin American, and U.S. literary canons yet will also be defined by its unique cultural, and historical position. Students will explore these writers' strategies for articulating a Latina experience through the intersections of race, class, gender and sexuality. Moreover, we will come to an understanding of literature, and other forms of creative expression, as catalysts for social, and political change.

This course will be interdisciplinary in nature so we may be drawing parallels between the work of the writers assigned for the class and that of Latina visual artists, filmmakers, and other cultural producers. In the process, we will explore the various commonalities and recurring themes across media. Classes will combine lecture, discussion, in-class activities, and open dialogue. Substantial writing is required for this course so a significant amount of class time will be devoted to helping students develop their writing skills.

Questions to consider:

1. What strategies do Latina writers adopt to decolonize the controlling images of Latinas and the Latina/o community in the mainstream US?
2. What structures of oppression cause the violence against Latinas and the Latina/o community?
3. How do Latina writers cure historical amnesia and excavate the suppressed cultural memory and history through their narratives?
4. How do Latina writers explore racism, sexism, homophobia or other structures of oppression against Latinas through the lens of sexuality?
5. How do Latina writers understand the concept of *la familia*?

Policies:***Academic Misconduct***

As defined by University Rule 3335-31-02, plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word for word use and/ or paraphrasing of another person's work, and/ or the inappropriate unacknowledged use of another person's ideas. Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his/her own and plagiarism search engines make documenting the offence very simple. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

- Always cite your sources.
- Always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism.
- Always see your instructor if you are having difficulty with an assignment.

General Rules

- Read the required materials before each class.
- I am NOT responsible for what you miss in class during your absence. Please ask your cohorts if you

- are unable to attend class.
- It is your responsibility to keep tracking whether your grades are correct.

Ground Rules for Discussion

It is important that we recognize that we will have different opinions, backgrounds and experiences. In order for us all to gain the most from our time together in class, sharing our own perspectives and experiences as they relate to the readings will definitely come up and is encouraged.

- Respectful listening: We may not always agree with one another, but we each deserve to be heard.
- Compassion: Never forget there is a human being behind an opinion, and that we are all at different levels of growth, awareness and life experiences.
- Confidentiality: When we share personal stories in the context of larger concepts, they become part of the classroom and should stay within the context. Confidentiality is applied to Carmen discussion forums and any activities in our classroom.
- Mistakes: We learn through sharing what doesn't work and where things fall apart. We learn from mistakes to know what can work well.
- Don't deny your emotions: We will explore the issues of privileges, oppressions and probably some controversial issues in order to learn and practice a more ethical and responsible ways of knowing differences. During the learning process, it is very normal to feel resistant, angry and uneasy at some point. Don't deny the emotions but try to understand where they come from and how they can help us learn and transform.

Course Required Texts: All Available in SBX

Anzaldúa, Gloria. *Borderlands: La Frontera: The New Mestiza*. 3rd Ed. San Francisco: Aunt Lute Books, 2007.

Alvarez, Julia. *How the Garcia Girls Lost Their Accents*. North Carolina: Algonquin Books of Chapel Hill, 1991.

Gaspar de Alba, Alicia. *Desert Blood: The Juarez Murders*. Houston, TX: Arte Publico P, 2005.

Moraga, Cherrie. *The Hungry Woman: A Mexican Medea*. Albuquerque, New Mexico: West End P, 2001. (We are going to read only the first play titled *The Hungry Woman* in this book.)

* Supplementary texts marked with asterisk (*) in our course schedule are all available on Carmen.

Videos: The videos will be shown in class. You're not required to watch them before class.

Women of Hope: Latinas abriendo camino

Mirrors of Privilege

Home Is Struggle

Precious Knowledge

Senorita extraviada

Course Schedule

Your instructor reserves the right to change this schedule. If changes become necessary, they will be announced in class and will automatically become part of the course syllabus.

Articles with asterisk (*) are available in Carmen content area arranged by the week of discussion.

Introduction	
8/22 (Thu)	Introduction to WGSST 2367.02
8/27 (Tue)	* "In Pursuit of Latina Liberation" * "Saddling La Gringa: Major Themes in the Works of Latina Writers" Video: <i>Women of Hope: Latinas abriendo camino</i>
8/29 (Thu)	* "Spinning the Record: Historical Writing and Righting" (page 14 to page 34) * "Theorizing Difference from Multiracial Feminism"
9/3 (Tue) <i>white privilege and white supremacy</i>	* "White Privilege: Unpacking the Invisible Knapsack" * "Heteropatriarchy and the Three Pillars of White Supremacy" Video: <i>Mirrors of Privilege</i> Syllabus quiz due in Carmen "quiz" area by 11:10 am
Deconstructing Stereotypes of Latinas	
9/5 (Thu) <i>decolonizing the colonial gaze</i>	* "Undoing the 'Package Picture' of Culture" * "Arrogant Perception, World-Traveling and Multicultural Feminism" * "We Would Like You to Know" Sign up your group presentation topic
9/10 (Tue) <i>who are Latinas?</i>	* "Latinas as Radical Hybrid: Transnationally Gendered Traces in Mainstream Media" * "The Myth of the Latina Women" Paper 1 prompt provided
9/12 (Thu) <i>the Latina body</i>	* "The Story of My Body" * "Guadalupe the Sex Goddess"
9/17 (Tue) <i>silence and coming to voice</i>	<i>Borderlands</i> Ch 5 "How to Tame a Wild Tongue" * "Eleven" * "Elena" * "Her Rites of Passage"
9/19 (Thu)	<i>No class (I am attending CESA conference.)</i>
9/24 (Tue)	In-class paper 1 workshop (Please complete a rough draft and bring 2 extra hard copies of your draft for peer review)
How the Garcia Girls Lost Their Accents: Immigrant Stories	
9/26 (Thu)	* (Optional) "An American Childhood in the Dominican Republic" <i>How the Garcia Girls Lost Their Accents</i> Part 1 ("Antojos" to "The Rudy Elmenhurst Story") Video: <i>Home Is Struggle</i>
10/1 (Tue)	<i>How the Garcia Girls Lost Their Accents</i> Part 2 ("A Regular Revolution" to "Floor Show") Paper 1 due in Carmen dropbox titled "Paper 1" by 11:10 am
10/3 (Thu)	<i>How the Garcia Girls Lost Their Accents</i> Part 3 ("The Blood of the Conquistadores" to "The Drum")
Borderlands: Chicana Feminism	
10/8 (Tue)	Video: <i>Precious Knowledge</i>

10/10 (Thu)	All from <i>Borderlands</i> : Ch 1 “The Homeland, Aztlán” Ch 2 “Movimientos de rebeldia y las culturas que traicionan” Poems: “Cervicide” “We Call Them Greasers” “ <i>Cihuahlyotl</i> , Woman Alone”
10/15 (Tue)	All from <i>Borderlands</i> : Ch 3 “Entering Into the Serpent” Ch 4 “ <i>La herencia de Coatlicue</i> /The Coatlicue State” Ch 7 “ <i>La conciencia de la mestiza</i> / Towards a New Consciousness” Poem: “To Live in the Borderlands Means You” (Optional) Paper 1 revision due in Carmen dropbox titled “Paper 1 Revision” by 11:10 am Paper 2 prompt provided
10/17 (Thu)	<i>Borderlands</i> Ch 6 “ <i>Tlilli, Tlapalli</i> /The Path of the Red and Black Ink” * “Metaphors in the Tradition of the Shaman” * “The Presence”
10/22 (Tue)	Group Presentation Day 1 (Representations and Appropriation of Latinas in the Media, Latina/o Immigration and Dictatorship in Latin America, Undocumented Latina/o Immigration and Global Capitalism in the Southwest)
<i>The Hungry Woman: Queer Latina Identity, Myths and Nationalism</i>	
10/24 (Thu)	* “Queer Aztlan”
10/29 (Tue)	<i>The Hungry Woman</i>
10/31 (Thu)	<i>The Hungry Woman</i>
11/5 (Tue)	In-class paper 2 workshop (Please complete a rough draft and bring 2 extra hard copies of your draft for peer review.)
<i>The Desert Blood: Gender Violence and Queer Familia</i>	
11/7 (Thu)	Video: <i>Senorita extraviada</i> * “Ciudadana X: Gender Violence and the Denationalization of Women’s Rights in Ciudad Juarez, Mexico”
11/12 (Tue)	<i>The Desert Blood</i> Part 1 (chapters 1-15) Paper 2 due in Carmen dropbox titled “Paper 2” by 11:10 am Paper 3 prompt provided
11/14 (Thu)	<i>The Desert Blood</i> Part 2 (chapters 16-33)
11/19 (Tue)	<i>The Desert Blood</i> Part 3 (chapters 34-end)
11/21 (Thu)	Group Presentation Day 2 (Chicana Murals and Nationalism, LGBTQ in the Latina/o Community, Femicide in Latin America and Structures of Oppression)
11/26 (Tue)	<i>No Class: Final Paper Writing</i> (Optional) Paper 2 revision due in Carmen dropbox titled “Paper 2 Revision” by 11:10 am
11/28 (Thu)	<i>No Class: Thanksgiving Day</i>
12/3 (Tue)	In-class paper 3 workshop (Please complete a rough draft and bring 2 extra hard copies of your draft for peer review.)
12/5 (Thu)	*Final paper due in Carmen dropbox titled “Final Paper” by 11:10 am.

Course Requirements and Guidelines

* **Grading scale:** 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B-
 77-79 C+ 73-76 C 70-72 C- 67-69 D+ 60-66 D Below 60 E

* *I DO NOT accept any late assignments unless unavoidable emergency happens to you. If that is the case, you must inform me as soon as possible so that I can do my best to accommodate your need. But I reserve the right not to extend any deadline. Please plan ahead and avoid doing your assignment at the last minute.*

Course Requirement Overview:

Syllabus quiz (2%)	Writing consultation with Brena (5%)
Class participation (13%)	Paper 1 (3-4 pages) (15%)
Critical responses (10%)	Paper 2 (4-5 pages) (20%)
Group presentation and discussion/activity leading (10%)	Paper 3 (5-7 pages) (25%)

Assignment Guidelines:

Syllabus quiz (2%) in Carmen "Quiz" area

By 9/3 (Tue) 11:10 am, you are required to complete a syllabus quiz on Carmen. The syllabus quiz is to make sure that you read thoroughly and carefully our syllabus. You can repeat the quiz as many times as you want to get full points before due time.

Class Participation (13%)

What makes a literature-based class truly dynamic is the quality of its discussions. Though there will be some small lectures during the semester, most classes will be discussion based, with an emphasis on dialogue and sharing of perspectives, ideas, and interpretations. It is expected that you will be an active and informed participant in all class discussions and that you will have read assigned texts *by the dates indicated on the syllabus*. Students are expected to engage in respectful intellectual dialogue in the classroom. Active listening without speaking up and/or participating in small group activities is NOT enough to get an A for your final class participation. I expect you to voluntarily speak up at least once a week.

Critical Responses (10%)

Eight times during the semester, you will be asked to write a critical analysis or complete a writing exercise that responds to a prompt about our assigned texts. These writings are meant to help you keep up with the reading as well as assist in the development of your critical writing skills. Most of these assignments will be unannounced in-class writing exercises that last from 15 to 30 minutes. The writing exercises could be individual or group writing ones. You are only allowed to make up missed critical responses in extenuating circumstances, however you can miss one and still receive an A on your final critical responses grade. Although these responses will not be assigned letter grades, they will account for 10% of your final grade. Full credit will be given *only* to responses in which you demonstrate that you have read the material and articulate a coherent analysis of it. If you fail to answer a writing prompt, you won't get full points for that response. The following scale will be used to determine this portion of your grade:

8 responses=100	5 responses=75	2 responses=45
7 responses=95	4 responses =65	1 response=35
6 responses=85	3 responses=55	0 response=0

Group Presentation and Discussion/Activity Leading (10%)

I don't tolerate any free loaders! If I get constant complaints from your group members about your failing to collaborate, you will directly fail this assignment.

Goal: This assignment aims to help you better understand an issue related to the Latina/o community in depth and connect your finding back to our course materials. In addition, you will practice research skills

through this assignment.

Group members: Each group will consist of 4 members.

Definition of scholarly references: Scholarly references refer to articles or book chapters published in peer-reviewed academic journals or academically published books. Online magazines, news articles, websites, videos, and Wikipedia are NOT counted toward scholarly reference requirement for this course but they can be included in your group presentation on your presentation day to enrich the content of your group presentation.

Group presentation guidelines:

- *Step 1 Find your group:* On 9/5 (Thu), you will sign up for a group presentation topic in class.
- *Step 2 Research:* Each group member is responsible for 2 scholarly references (see scholarly reference definition above) related to your group topic. The references in a group cannot be repetitive. Your group topic is meant to be large. Your group can decide your own focus of the topic or break the large topic into smaller themes.
- *Step 3 Annotation writing:* Each group member should write a paragraph of 200-250 words for each of your reference entry. 2/3 of your length should be a summary of the entry and the remaining 1/3 should be an evaluation of it. To write the evaluation part, you should reflect on how well the entry illuminates your group topic, what distinctive perspective the author offers to better understand your group topic, whether this entry is a counterargument of another entry your group consults, and how can the entry be used to better grasp our course materials (need to specify which text can be put into dialogue). Every reference should be cited in MLA.
- *Step 4 Collaboration:* After each group member write 2 annotation drafts for your entries, your group should meet to (1) discuss how to revise your individual annotation and (2) write an overview of your collective annotated bibliography together. The overview is not only a summary of your findings. More importantly, the overview of your annotated bibliography should tell your readers what some research questions related to your group topic that guide your group to look for your particular scholarly references and how and how well the references you find answer those questions. The overview section of your annotated bibliography should be 500-600 words.
- *Step 5 The Big Day (three requirements: in-class oral presentation, a group annotated bib hard copy, and sharing group annotated bib on Carmen):* On your group presentation day, each group will have 25 minutes for presentation. The in-class group presentation has two parts: A 10 to 15-minute group presentation based on your annotated bibliography and a 10-minute discussion/activity leading section that links your finding with course materials to engage with the whole class. Creativity is encouraged in the discussion/activity leading section. Please make sure that your whole group presentation should not exceed 25 minutes in total. Time management is very important to ensure that every group will have equal time to present. I will control time very strictly. In addition to the oral group presentation, you should turn in a hard copy of your group annotated bibliography on the day of your presentation and post your annotated bibliography to Carmen discussion forum titled "Group Annotated Bibliography" by the midnight (11:59 pm) on the same day to share it with other classmates for future research. Your group post title should be your group topic.

Grading Rubrics:

1. In-class group presentation 45% (coherence, clarity, creativity, time management)
2. Annotated bibliography 40% (content, grammar, length requirement, MLA citation)
3. Collaboration 15% (based on both your self- and peer- evaluation)

Writing Consultation with Brena (5%)

Before one of your three papers is due, you're required to come to my office hours (or make another appointment) to discuss a draft of your paper or a thesis idea and paper outline. This conversation will give us a one-on-one opportunity to discuss your writing style and ways to make improvements. You may decide to do this early (before paper 1) or wait until you have been graded on a few assignments. Either way is great! You must meet with me by 11/26 (Tue) 6:00 pm. As long as you come to the meeting prepared to

discuss an outline or a draft, you will get full credit for this meeting. Please note that this writing consultation section is not for proof-reading or grammar correction; it is mainly about discussing the thesis formation structure, organization and content of your paper.

Paper Assignments (60%)

Please note that assignments are due on the dates designated in the syllabus. All papers are due in specified Carmen dropbox. If an emergency arises and you make arrangements with me ahead of time, I may agree to extend deadlines. If I do not agree or if prior arrangements have not been made, your late papers will not be accepted. A computer malfunction is not an acceptable excuse for not turning a paper on time.

Paper 1 (15%) 3-4 pages: A writing prompt will be handed out in class. If you get *lower than an 80*, you will have the option of revising this paper, with the first and the revised grades averaged together for a final grade. For this paper, drafts will be peer reviewed in class.

Paper 2 (20%) 4-5 pages: Suggested topics will be handed out for this paper, although you do have the option of creating your own topic that *must be approved by me prior to the due date*. For this paper, drafts will be peer reviewed in class. If you get *lower than an 80*, you will have the option of revising this paper, with the first and the revised grades averaged together for a final grade.

Paper 3 (25%) 5-7 pages: Paper 3 will be an extensive rewrite of paper 2. A writing prompt will be handed out in advance. For this paper, drafts will be peer reviewed in class.

General Paper Requirements:

1. **Paper with an argument:** Your papers should not merely repeat class discussion or consist of plot summaries. Your papers should argue a thesis from a definite position about the literary texts we are covering.
2. **Rubrics:** Grading rubrics will be provided in each paper writing prompt. As part of the paper writing process, students are expected to develop their editing and critical thinking skills. Students are also expected to review the rubrics for each paper prompt to ensure they are meeting all of the criteria for the writing assignments.
3. **Paper format:** All papers are expected to be typed, double-spaced, with 12-point Times New Roman font, and one-inch margin on each side.
4. **Paper submission format:** Papers are to be submitted to the appropriate folder in the Carmen drop box. Papers are to be in Microsoft (.doc or .docx) format only. Make sure you submit your papers under the correct dropbox titles.
5. **MLA:** All papers must adhere to the standard MLA research paper format and should include in-text citations as well as a works cited page. Examples of citations:
 - Book: Last name, first name. *Title*. Place of Publication: Publisher, Year. Medium of Publication.
 - Anthology: Last name, first name. "Title of Essay." *Title of Collection*. Ed. Editor's Name(s). Place of Publication: Publisher, Year. Page range of entry. Medium of Publication.
 - Journal article: Last name, first name. "Title of article." *Title of Journal* volume: issue (Year): pages. Medium of publication.
6. **Writing resources:**
 - *Your instructor:* Please feel free to contact me at any time over the course of the semester if you are struggling with papers, course work, *etc.* I am willing to work with you. Email is the best way to reach me. I will respond to your e-mail normally within 24-hour on weekdays. I also encourage you to attend my office hours.
 - *The OSU Writing Center:* OSU Writing Center consultants are an excellent resource for writers at any level or stage in the writing process. Take advantage of the free individual tutoring that you can receive there. The Writing Center is located in 485 Mendenhall Laboratory, on the south side of the Oval. Phone: 614-688-4291. Website: <http://ctsw.osu.edu>
 - *Purdue OWL website:* <http://owl.english.purdue.edu>