

SPN 470.02 HISPANIC WOMEN
3 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS
EVANS 320
TT 12:30-2 AM

DR. DEBRA D. ANDRIST

Evans 310

936-294-1414; andrist@shsu.edu; FAX 936-294-1406

Office hrs.: TT 3-5pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

**GENERAL COLLEGE OF HUMANITIES & SOCIAL SCIENCES AND DEPARTMENT
OF FOREIGN LANGUAGES POLICIES**

AMERICANS WITH DISABILITIES ACT

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. The students should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. **NOTE: No accommodation can be made until the student registers with the counseling Center.**

RELIGIOUS HOLIDAYS

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

“Religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

VISITORS IN THE CLASSROOM

Unannounced visitors to class must present a current official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

CLASSROOM RULES OF CONDUCT

Please refer to <https://www.shsu.edu/students/guide/dean/codeofconduct.html>

ACADEMIC DISHONESTY

Please refer to Academic Policy Statement 810213.

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of f resource materials.

YOUR ENROLLMENT IN THIS CLASS CONSTITUTES YOUR LEGAL AND MORAL OBLIGATION TO THE HONOR CODE.

Because this course is a listening, speaking, reading, and writing one, I encourage you to work together. **HOWEVER**, plagiarism--copying others' work with out crediting them for it--is legally and ethically unacceptable--**AND GROUNDS FOR FAILURE, NOT JUST IN THE ASSIGNMENT, BUT IN THE CLASS.** Paraphrases, as well quotes, must be documented. See the article, *Plagiarism*, posted in documents in Blackboard.

I use *Turn-It-In*; so should you! Avoid any misunderstandings, send your papers through *Turn-It-In* before you turn it in! If you don't know how to do this, make an appointment and I'll show you how.

PHILOSOPHY

This is an UNIVERSITY-LEVEL ACADEMIC COURSE WITH APPROPRIATE ACADEMIC REQUIREMENTS. You earn your grade on that basis. You do not receive university credit for "ethnic consciousness" or language ability per se. Academic credit is based upon your intellectual and academic efforts, willingness and ability to reflect upon and respond to requirements of the class.

INTERACTION

RESPECT FOR OTHERS' VIEWS AND SPACE, not necessarily in agreement with one's own, is required on the part of every participant, including what is expressed, shared, etc., in the course of class interaction.

RESPECT FOR OTHERS IN GENERAL, particularly in the case of disagreement about class management issues, is required on the part of every participant. Presentation style is important. Treat others as you would have them treat you!

PERFORMANCE CONCERNS

Faculty are committed to facilitating each student's performance. Students must be committed to maximizing their own performance. This is a dual responsibility.

Please evaluate your personal class progress at least weekly, beginning at the first of the semester, and particularly after your first grade. Take responsibility and action right away! Do not wait until mid-semester and certainly do not wait until late in the semester to act on your concerns.

If you are concerned about your progress, please follow this chronological format:

1. Are you personally spending (minimum) equal time in outside-class preparation as you spend in the classroom itself? (Very many students need more preparation time for language acquisition classes; you may personally need more and you may need study-strategy assistance! Ask for help!)
2. Have you contacted the SAM Center about study-skills suggestions/workshops in general?
3. Are you following the suggested syllabus scenarios to incorporate the target language into your life and maximize your experience?
4. Have you contacted your professor via personal appointment to discuss specific actions which will help you improve your performance?
5. Have you arranged study sessions with other students in the class?
6. Have you contacted the Writing Center and scheduled personal tutoring (free)?

CELL PHONES & PAGERS

Please refer to Section 5.2.22 of the Code of Conduct.

CELL PHONES AND PAGERS must be on vibrate during class time except in pre-arranged-with-the-professor possibility of medical emergency to avoid grade sanctions.

GENERAL STUDENT RESPONSIBILITIES

YOU ARE RESPONSIBLE FOR ALL MATERIAL, in books, presented in class, etc., whether you are listening or not.

YOU ARE PERSONALLY & SOLELY RESPONSIBLE FOR YOUR ACTIVITIES (ASKING QUESTIONS OR DOING HOMEWORK) IN ORDER TO MEET YOUR PERSONAL EXPECTATIONS AND DESIRE FOR SUCCESS/GRADE. Probable daily time needed for homework outside class will be a minimum of one to two hours per hour spent in class (3-6 hours per week). "Homework" is largely left to your discretion--you must assess how well you understand and how much practice, reading or written work outside of class you need. You are responsible for anything and everything in the syllabus, book or said in class. You are expected to highlight reading and take notes in class. You are expected to keep in contact with the professor and other students as personally needed.

All papers must include a heading in this format:

(sample)

Student name

Class: SPN 470.02, spring 08

Assignment title

If essay, Word count: # (10% variation under/over the assigned is acceptable)

GENERAL FACULTY RESPONSABILITIES

I INTEND TO BE AVAILABLE TO DISCUSS, ADVISE, ETC., DURING AND OUTSIDE OF CLASS AS MUCH AS POSSIBLE but please set prior appointment times via email.

Drop-in visits welcome when my office door is open, TT 3-5 only, although once in a while, I may not be available then due to other appointments/commitments. If so, I will leave a note as to my return. If the door is closed, I am not available.

Please also either honor your appointment or call to cancel. I will afford you the same courtesy if I have an unavoidable conflict.

Email is always better than telephoning.

I INTEND TO RETURN ASSIGNMENTS WITH COMMENTARY AND/OR GRADES AS SOON AS POSSIBLE, usually within a week.

INSTRUCTOR EVALUATIONS

Students will be asked to

-complete a short anonymous informal course/instructor evaluation to questions after the first and second thirds of the semester

-complete an anonymous formal course/instructor evaluation form towards the end of the semester.

ATTENDANCE POLICY: BE IN CLASS, BARRING CONTAGION OR CATASTROPHY!!!

ATTENDANCE IS REQUIRED for every SINGLE class meeting. If you are absent without making arrangements with the professor, with or without justification, your grade will be affected.

Students are encouraged to “buddy” with other students to get class notes/assignments. Always refer to your syllabus on Blackboard.

It is the student’s responsibility to request and turn in make-up work, which normally must be completed within one week after returning. Permitting make-up work, granting full or partial credit, etc. are at the discretion of the professor according to university guidelines.

DEADLINES

Syllabus assignments will be performed or handed in at the corresponding class.

Daily grades will be assigned at the professor's discretion. In case of serious illness or death in the family, advance or concurrent notice of your absence is required. Call or email and leave a message and, if possible, send your corresponding assignment with another student.

NO LATE PAPERS OR EXAMS WITHOUT WRITTEN EXCUSE (DOCTOR, HOUSEMOTHER, MORTICIAN, ETC.) AND USUALLY MUST BE MADE UP AS SOON AS POSSIBLE AFTER ABSENCE.

SPN 470.02 HISPANIC WOMEN

3 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS

EVANS 320

TT 12:30-2 AM

DR. DEBRA D. ANDRIST

Evans 310

936-294-1414; andrist@shsu.edu; FAX 936-294-1406

Office hrs.: TT 3-5pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

DAILY SCHEDULE

GRADED ASSIGNMENTS IN BOLD

WEEK 1

Th, JAN. 17

Interviews & Intros

identity exercises: assigned zodiac comparison for 1-22

syllabus/requirements

WEEK 2

T, 1-22

Syllabus/requirements

IDENTITY

SELF-DEFINITION: WHO WE SAY WE ARE

Discussion

Description exercises

Zodiac

Barbie

Th, 1-24

ILLUSIONS

Readings

Mistral, Todas íbamos a ser reinas

Fuertes: Los pájaros, DM 84

Vilareño: Todo es muy simple, DM 88

No hay nadie, DM 90

Castellanos: Meditación en el umbral, DM 98

Ferré: Envío, DM 112

Salum: El cisne, EE 87

Cisneros: Barbie Q

WEEK 3

T, 1-29

GENETICS: WHO OUR BODIES SAY WE ARE

Readings

Figuera-Aymerich: Destino, DM 74

Rothe de Vallbona: Beto/Betina

Andrist: Beto/Betina

SOCIALIZATION: WHO SOCIETY SAYS WE ARE

GENDER: WHO WE'RE SUPPOSED TO BE

Readings

Anónima: La niña guerrera, DM 2

Alegría: En la playa, DM 92

Castro: María encadenada, DM 120

Galván: Contradicciones, DM 128

de Burgos: A Julia de Burgos, DM 79

Vicuña: La mujer ideal, DM 122

Ferré: La muñeca menor, RM 5

Th, 1-31

News bite one due

Activity one due

CULTURAL

Readings

Levins Morales: Child of the Americas

Salum: Las voces del agua, EE 15

Anzaldúa

Andrist: puentes

WEEK 4

T, 2-5

(IDENTITY) ESSAY 1-2 & PRESENTATION

Th, 2-7

IMAGE (VISUAL TRAPPINGS)

Readings

Andrist: Advertising

Figuera-Aymerich: Mujeres del mercado, DM 70

Video: Still Killing Us Softly

WEEK 5

T, 2-12

BODY

IMAGE

Readings

Salum: Entremés, entrada y despedida, EE 61

AGE

Readings

de Castro: Agora cabelos negros, DM 39

Sor Juana: A su retrato, DM 22

Hickey: De bienes destituidas, DM 30

Th, 2-14

(BODY IMAGE) ESSAY 3 & PRESENTATION

WEEK 6

T, 2-19

CAREER

News bite two due

Activity two due

Readings

Sor Juana: Villancico a Catarina, DM 24

En perseguirme mundo, DM 26

Masanés: de Resolución, DM 32

Anónima: Razones de una poetisa, DM 46

Agustini: Lo inefable, DM 50

Fuertes: No dejan escribir, DM 82

Hago versos, DM 82

Lugo Filipi: Milagros, RM 65

Th, 2-21

Video: The Story of “O”

WEEK 7

T, 2-26

ROLE

DAUGHTER

Readings

Anónima: Desde niña me casaron, DM 10

Quiero ser, madre, DM 14

Mis padres, DM 28

Salum: Siempre firmes, EE 93

WIFE

Readings

Anónima: No querades, fija, DM 6

De ser malcasada, DM 14

Para qué quiero casarme, DM 16

Castellanos: Jornada de la soltera, DM 98

Reyna: Mientras tú, DM 114

Rothe de Vallbona: El aniversario plateado de Penelope

Salum: Hasta que la vida me alcance, EE 29

Pa' lo que me importa, EE 43

El sueño de Odette, EE 53

Th, 2-28

MOTHER

Readings

Castellanos: Se habla de Gabriel, DM 96

Andrist: Motherhood

Storni: La que comprende, DM 58

Figuera-Aymerich: Madres, DM 72

Fuertes: Tener un hijo hoy, DM 83

Salum: Aguántame tantito más, EE 9

Estensoro: The Child that Never Was

WEEK 8

T, 3-4

(ROLES) ESSAY 4-5 & PRESENTATION

Th, 3-6

VICTIM

INCEST

Readings

Anónima: Silvana se va a pasear, DM 8

Delgadina, DM 10

RAPE

Readings

Valenzuela: United Rapes

Andrist: Valenzuela

Allende: Un acto de venganza

SPRING BREAK: 3-11 & 3-13

WEEK 9

T, 3-18

News bite three due

Activity three due

ABUSE

PHYSICAL

readings

Montero: Veintitrés y una tortuga, RM 107

Pardo Bazán: Las medias rojas

Gambaro: Sangre amarga

Andrist: Sangre amarga

PSYCHOLOGICAL

readings

Storni: Pudiera ser, DM 62

Ibarbourou: Mujer, DM 66

Michel: de Dios, Nuestra Señora, DM 68

Peri Rossi: Virginia Woolf, etc., DM 114

Th, 3-20

(VICTIM) ESSAY 6 & PRESENTATION

WEEK 10

T, 3-25

RELATIONSHIPS/ENFORCERS

HOW WE'RE MADE WHO/WHAT WE ARE

DOUBLE STANDARD

Readings

Sor Juana: Arguye de inconsecuentes el gusto y la censura, DM 20

Belisarda: Décimas escritas muy de priessa, DM 18

Hickey: El verdadero sabio, DM30

de Castro: Leider, DM 38

Justicia de los hombres, DM 40

Zamudio: Nacer hombre, DM 42

Storni: Tú me quieres blanca, DM 56

Arenal: La mujer del porvenir: Contradicciones

Th, 3-27

WHO MAKES US WHO/WHAT

MEN

Readings

Veintimilla de Galindo: Quejas, DM 36

Zamudio: El hombre, DM 44

Storni: Hombre pequeñito, DM 54

Olvido, DM 54

Galván: Contradicciones, DM 128

Vega: ADJ, Inc., RM 151

Andrist, ADJ

WEEK 11

T, 4-1

FAMILY

PARENTS

Readings

Castellanos: de Balún Canán

Video

Como agua para chocolate

Andrist, Como agua

Th, 4-3

News bite four due

Activity four due

SIBLINGS

readings

Ferré: Pico Rico, RM 51

LOVERS/PARTNERS

Readings

Jordana: Tango DM 110

FRIENDS

Readings

Castellanos: Las amistades efímeras

Andrist: Las amistades

March: A un hombre, DM 86

Lugo Filipi: Tic Tac, RM 90, 83, 167,173

WEEK 12

T, 4-8

(RELATIONSHIPS/ENFORCERS) ESSAY 7-8 & PRESENTATION

Th, 4-10

SOCIETY

(FORMAL) EDUCATION

Readings

Andrist: On the Education of Women

Amar y Borbón: Importancia de la instrucción

Arenal: Consecuencias para la mujer de su falta

Pardo Bazán: La educación del hombre y de la mujer

Maeztú y Whitney: Lo único que pedimos

Castellanos: de Balún Canán

WEEK 13

T, 4-15

(EDUCATION) ESSAY 8 & PRESENTATION

Th, 4-17

RELIGION

Video: Darkness into Light: Guadalupe, Mother of All Mexico (study guide)

WEEK 14

T, 4-22 Readings

Anónima: Agora que soy niña, DM 8

Andrist, Fusion

Sor Juana: de Respuesta a Sor Filotea

Th, 4-24

(RELIGION) ESSAY 9 & PRESENTATION

WEEK 15

T, 4-29

News bite five due

Activity five due

POLITICS

ACTIVISM: WHO WE CAN BE/AUTO-DETERMINATION

Readings

Andrist, Medieval Protest Lit

Espinosa: Influencia del feminismo

Peralta: La única mujer, DM 108

Morejón: Mujer negra, DM 116

Belli: de Canto al Nuevo Tiempo, DM 124

Castellanos: El amor

Th, 5-1

(POLITICS) ESSAY 10 & PRESENTATION

Video: Marshall

WEEK 16

T, 5-6

REVIEW/SYNTHESIS

FINAL EXAM: FINAL PROJECT (PAPER) & PRESENTATION

SPN 470.02 HISPANIC WOMEN

3 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS

EVANS 320

TT 12:30-2 AM

DR. DEBRA D. ANDRIST

Evans 310

936-294-1414; andrist@shsu.edu; FAX 936-294-1406

Office hrs.: TT 3-5pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

DAILY SCHEDULE

GRADED ASSIGNMENTS IN BOLD

WEEK 1

Th, JAN. 17

Interviews & Intros

identity exercises: assigned zodiac comparison for 1-22

syllabus/requirements

WEEK 2

T, 1-22

Syllabus/requirements

IDENTITY

SELF-DEFINITION: WHO WE SAY WE ARE

Discussion

Description exercises

Zodiac

Barbie

Th, 1-24

ILLUSIONS

Readings

Mistral, Todas íbamos a ser reinas

Fuertes: Los pájaros, DM 84

Vilareño: Todo es muy simple, DM 88

No hay nadie, DM 90

Castellanos: Meditación en el umbral, DM 98

Ferré: Envío, DM 112

Salum: El cisne, EE 87

Cisneros: Barbie Q

WEEK 3

T, 1-29

GENETICS: WHO OUR BODIES SAY WE ARE

Readings

Figuera-Aymerich: Destino, DM 74

Rothe de Vallbona: Beto/Betina

Andrist: Beto/Betina

SOCIALIZATION: WHO SOCIETY SAYS WE ARE

GENDER: WHO WE'RE SUPPOSED TO BE

Readings

Anónima: La niña guerrera, DM 2

Alegría: En la playa, DM 92

Castro: María encadenada, DM 120

Galván: Contradicciones, DM 128

de Burgos: A Julia de Burgos, DM 79

Vicuña: La mujer ideal, DM 122

Ferré: La muñeca menor, RM 5

Th, 1-31

News bite one due

Activity one due

CULTURAL

Readings

Levins Morales: Child of the Americas

Salum: Las voces del agua, EE 15

Anzaldúa

Andrist: puentes

WEEK 4

T, 2-5

(IDENTITY) ESSAY 1-2 & PRESENTATION

Th, 2-7

IMAGE (VISUAL TRAPPINGS)

Readings

Andrist: Advertising

Figuera-Aymerich: Mujeres del mercado, DM 70

Video: Still Killing Us Softly

WEEK 5

T, 2-12

BODY

IMAGE

Readings

Salum: Entremés, entrada y despedida, EE 61

AGE

Readings

de Castro: Agora cabelos negros, DM 39

Sor Juana: A su retrato, DM 22

Hickey: De bienes destituidas, DM 30

Th, 2-14

(BODY IMAGE) ESSAY 3 & PRESENTATION

WEEK 6

T, 2-19

CAREER

News bite two due

Activity two due

Readings

Sor Juana: Villancico a Catarina, DM 24

En perseguirme mundo, DM 26

Masanés: de Resolución, DM 32

Anónima: Razones de una poetisa, DM 46

Agustini: Lo inefable, DM 50

Fuertes: No dejan escribir, DM 82

Hago versos, DM 82

Lugo Filipi: Milagros, RM 65

Th, 2-21

Video: The Story of “O”

WEEK 7

T, 2-26

ROLE

DAUGHTER

Readings

Anónima: Desde niña me casaron, DM 10

Quiero ser, madre, DM 14

Mis padres, DM 28

Salum: Siempre firmes, EE 93

WIFE

Readings

Anónima: No querades, fija, DM 6

De ser malcasada, DM 14

Para qué quiero casarme, DM 16

Castellanos: Jornada de la soltera, DM 98

Reyna: Mientras tú, DM 114

Rothe de Vallbona: El aniversario plateado de Penelope

Salum: Hasta que la vida me alcance, EE 29

Pa' lo que me importa, EE 43

El sueño de Odette, EE 53

Th, 2-28

MOTHER

Readings

Castellanos: Se habla de Gabriel, DM 96

Andrist: Motherhood

Storni: La que comprende, DM 58

Figuera-Aymerich: Madres, DM 72

Fuertes: Tener un hijo hoy, DM 83

Salum: Aguántame tantito más, EE 9

Estensoro: The Child that Never Was

WEEK 8

T, 3-4

(ROLES) ESSAY 4-5 & PRESENTATION

Th, 3-6

VICTIM

INCEST

Readings

Anónima: Silvana se va a pasear, DM 8

Delgadina, DM 10

RAPE

Readings

Valenzuela: United Rapes

Andrist: Valenzuela

Allende: Un acto de venganza

SPRING BREAK: 3-11 & 3-13

WEEK 9

T, 3-18

News bite three due

Activity three due

ABUSE

PHYSICAL

readings

Montero: Veintitrés y una tortuga, RM 107

Pardo Bazán: Las medias rojas

Gambaro: Sangre amarga

Andrist: Sangre amarga

PSYCHOLOGICAL

readings

Storni: Pudiera ser, DM 62

Ibarbourou: Mujer, DM 66

Michel: de Dios, Nuestra Señora, DM 68

Peri Rossi: Virginia Woolf, etc., DM 114

Th, 3-20

(VICTIM) ESSAY 6 & PRESENTATION

WEEK 10

T, 3-25

RELATIONSHIPS/ENFORCERS

HOW WE'RE MADE WHO/WHAT WE ARE

DOUBLE STANDARD

Readings

Sor Juana: Arguye de inconsecuentes el gusto y la censura, DM 20

Belisarda: Décimas escritas muy de priessa, DM 18

Hickey: El verdadero sabio, DM30

de Castro: Leider, DM 38

Justicia de los hombres, DM 40

Zamudio: Nacer hombre, DM 42

Storni: Tú me quieres blanca, DM 56

Arenal: La mujer del porvenir: Contradicciones

Th, 3-27

WHO MAKES US WHO/WHAT

MEN

Readings

Veintimilla de Galindo: Quejas, DM 36

Zamudio: El hombre, DM 44

Storni: Hombre pequeñito, DM 54

Olvido, DM 54

Galván: Contradicciones, DM 128

Vega: ADJ, Inc., RM 151

Andrist, ADJ

WEEK 11

T, 4-1

FAMILY

PARENTS

Readings

Castellanos: de Balún Canán

Video

Como agua para chocolate

Andrist, Como agua

Th, 4-3

News bite four due

Activity four due

SIBLINGS

readings

Ferré: Pico Rico, RM 51

LOVERS/PARTNERS

Readings

Jordana: Tango DM 110

FRIENDS

Readings

Castellanos: Las amistades efímeras

Andrist: Las amistades

March: A un hombre, DM 86

Lugo Filipi: Tic Tac, RM 90, 83, 167,173

WEEK 12

T, 4-8

(RELATIONSHIPS/ENFORCERS) ESSAY 7-8 & PRESENTATION

Th, 4-10

SOCIETY

(FORMAL) EDUCATION

Readings

Andrist: On the Education of Women

Amar y Borbón: Importancia de la instrucción

Arenal: Consecuencias para la mujer de su falta

Pardo Bazán: La educación del hombre y de la mujer

Maeztú y Whitney: Lo único que pedimos

Castellanos: de Balún Canán

WEEK 13

T, 4-15

(EDUCATION) ESSAY 8 & PRESENTATION

Th, 4-17

RELIGION

Video: Darkness into Light: Guadalupe, Mother of All Mexico (study guide)

WEEK 14

T, 4-22 Readings

Anónima: Agora que soy niña, DM 8

Andrist, Fusion

Sor Juana: de Respuesta a Sor Filotea

Th, 4-24

(RELIGION) ESSAY 9 & PRESENTATION

WEEK 15

T, 4-29

News bite five due

Activity five due

POLITICS

ACTIVISM: WHO WE CAN BE/AUTO-DETERMINATION

Readings

Andrist, Medieval Protest Lit

Espinosa: Influencia del feminismo

Peralta: La única mujer, DM 108

Morejón: Mujer negra, DM 116

Belli: de Canto al Nuevo Tiempo, DM 124

Castellanos: El amor

Th, 5-1

(POLITICS) ESSAY 10 & PRESENTATION

Video: Marshall

WEEK 16

T, 5-6

REVIEW/SYNTHESIS

FINAL EXAM: FINAL PROJECT (PAPER) & PRESENTATION

SPN 470.02 HISPANIC WOMEN
3 CREDIT HOURS=2-75-MINUTE CLASS MEETINGS
EVANS 320
TT 12:30-2 AM

DR. DEBRA D. ANDRIST

Evans 310

936-294-1414; andrist@shsu.edu; FAX 936-294-1406

Office hrs.: TT 3-5pm drop-in appointments

Other days & times by appt only; PLEASE EMAIL FOR APPOINTMENT

SPECIFIC COURSE SYLLABUS

DESCRIPTION OF COURSE:

This course intends to foster the development of students with enhanced gender and ethnic consciousness. The student will develop a familiarity with, an appreciation for, and an ability to interpret and evaluate Hispanic literature and studio art (by womyn in this case) with gender and ethnic consciousness in mind.

STYLE

This course has two delivery methods: an on-line BLACKBOARD for information outside class meetings and a SEMINAR-STYLE, student-centered, format in class meetings with a minimum of professor lecture. Spanish will be the preferred language in both in the majority of cases but code-switching will be practiced when necessary. Since language is a social skill and activity, this is the only way to effectively learn. In either language, mistakes are natural--tolerance and assistance are the watchwords. Be flexible--think of another way to send the same message if you get "stuck."

REQUIRED TEXTS AND REFERENCE/READING LIST

TEXTS:

MLA Handbook

The Defiant Muse (DM)

Reclaiming Medusa (RM)

Entre los espacios (EE)

handouts and/or Blackboard course documents

REQUIRED SUPPLIES

-something with pockets for class materials (handouts, notes, etc.) with lined notebook paper for your own use plus journal entries

-pencil or pen for taking notes in class

-personal skills and attitudes: enthusiasm and interest; listening skills, willingness to speak and open-mindedness; time every day outside of class for reading and reflection, awareness that this class is an academic experience which requires intellectual efforts and results

OPTIONAL TEXTS, REFERENCES OR SUPPLIES

-English/Spanish/Spanish/English dictionary

- one three-ring notebook binder
- colored highlighters for marking passages

GOAL I. (results) To raise general gender and ethnic consciousness: increased awareness of and appreciation for gender and ethnic issues.

OBJECTIVE 1 (activities) Read about and discuss gender & ethnic issues in both non-fiction and fiction

ASSESSMENT (grade component) See grades & daily syllabus

OBJECTIVE 2 Listen to and question speakers, see videos & movies, experience field trips dealing with gender & ethnic issues.

ASSESSMENT See grades & daily syllabus

OBJECTIVE 3 Determine gender & ethnic issues

ASSESSMENT See grades

GOAL II. To develop a familiarity with, an appreciation of, and an ability to interpret and evaluate fictional and real experience with gender and ethnic consciousness in mind.

OBJECTIVE 1 Personally relate those experiences across gender & ethnic lines, gaining insight into both.

ASSESSMENT Keep a critical response statement journal about the experiences and readings, interpreting and evaluating.

OBJECTIVE 2 Compare and contrast those experiences and readings with others

ASSESSMENT Discuss in class

GOAL III. To hone the skills in Spanish

OBJECTIVE 1 Listen, speak, read & write in Spanish

ASSESSMENT Discussion, papers, exams, projects, presentations

NOTAS

SUBGRADUADO = 1000 PTOS.

SISTEMA DE 1000 PUNTOS (1000-934=A, 933-900=A-, 899-867=B+, 866-834=B, 833-800=B-, 799-767=C+, 766-734=C, 733-700=C-, 699-667=D+, 666-600=D)

Presencia y participación=porcentaje de clases (se pueden sustituir a lo máximo dos con una "experiencia hispánica" y un sinópsis escrito)=200

tareas=porcentaje=100

5 noticias @10=50

10 ensayos (1 & 2 double on identity; 4 & 5 double on roles; 7 & 8 double on relationships) @20 =240

10 presentaciones (doubles on same) @5=60

5 actividades @5=25

2 service learning@25=50

Proyecto (paper): 1 de 2 opciones)=250

Presentación powerpoint del proyecto =25

EXTRA CREDIT: up to 5 or 10 points per Hispanic and/or feminist experience. You may have up to 5 such experiences. You may visit museums (MFA, Menil Collection, CMA) or have other experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, service learning at or for Helms, etc.

Write a 5-sentence description (who, what, why, where, when) in Spanish, typed and double-spaced to hand in; be prepared to discuss in class without notice. **NONE ACCEPTED DURING LAST TWO WEEKS OF CLASS.**

Componentes de la nota por lo escrito (en orden de importancia)

1. Mecánica (gramática y ortografía)
2. Vocabulario y estilo
3. Contenido
4. Organización
5. Investigación

COMPONENTES DE LA NOTA POR LO PRESENTADO (en orden de importancia)

1. Pronunciación
2. Estilo de presentación

KEEP THE RUNNING TOTAL SECTION OF THIS SYLLABUS CURRENT IN ORDER TO KNOW YOUR GRADE STANDING PRIOR TO FINAL EXAMS, FINAL PAPER AND FINAL GRADE CALCULATION AND CHECK BLACKBOARD.

COMPONENTS/EXPLANATIONS OF ASSIGNMENTS/GRADES AS APPLICABLE TO UNDERGRADUATE OR GRADUATE STATUS OR ON-LINE OF EITHER

PRESENCE & PARTICIPATION IN CLASS: Be present in class, having previously read each assignment on the syllabus at least twice before coming to the class where that assignment will be discussed. You may read the selections as many more times as you wish or have time for, incidentally. Read each selection the first time solely for meaning; be sure to highlight important words or passages. You will then do three tasks: 1) synopsis of content, 2) discussion of study guides and issues in terms of content, 3) presentation of personal questions, comments and opinions. Suggestions: Reflect after reading and do task one (in Spanish), your synopsis. Use your study guides per topic and issues list to guide tasks two and three. You may work together or alone. Discussion: Each of you will be in class prepared to discuss the appropriate selections in Spanish. Each of you will prepare questions/comments (in Spanish) about the selection to facilitate discussion. The synopses and questions/comments may or may not be turned in at the professor's discretion.

HOMEWORK may include

Finding Internet sources: find one on the topic, write down the address and a synopsis of what the site contains

Worksheets: Perform activity, either on own or in group during class, fill out sheet, turn in on due date

Other unspecified assignments

NEWS FLASHES: Summarize news about women, particularly Hispanic women. Use a print newspaper, e.g., *La información* or internet, e.g., www.estrelladigital.es, in the Language Lab or as a last resort, NOTICIAS MUNDIALES / SUCESOS LOCALES available on bulletin board on 2nd floor Malloy. PLEASE DON'T REMOVE ARTICLES!) Write (in Spanish) a maximum 3-sentence, 50-word summary of who, what, why, when, where and how, which you will post on discussion board plus present **your** synopsis to the class in Spanish; DO NOT READ THE ARTICLE ALOUD. Be prepared to write notes on the board.

MAXIMUM 1 MINUTE.

MAY NOT BE MADE-UP IF YOU ARE ABSENT OR FORGET.

ESSAYS

You will keep a loose-leaf journal of personal notes, observations, musings, etc., in Spanish, related to readings, speakers, videos, movies, field trips and discussion, in addition to copies of your response statements.

ESSAY GUIDELINES

Turn in individual essays via discussion board forums by topic title as due.

Keep what is returned to you via professor commentary/grading (sent only to you, not posted) for your continued referral.

Individual essays must be:

Typed and double-spaced in Spanish

(Maximum one page per topic--approximately 300 words).

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE (SPELLING AND/OR GRAMMAR) ERRORS PER PAGE IS UNACCEPTABLE.

Follow format requirements.

Heading: (1) Student Name.

(2) Assignment (example: Issue/readings/speaker/video identification)

Text: (1) Summary of primary work reading(s)/speaker/video: 1/3

(2) General observations about issue & reading(s)/speaker/video: 1/3

(3) Your reactions, personal experience and observations linking readings/speaker/video in terms of the issue: 1/3

Use the assignments for each issue as the basis for the typed and double-spaced essays to be

posted before synthesis days. Evaluated on your mastery of the content, insight in terms of the relationship with the issue as well as your articulateness of expression (this means spelling, grammar, style, etc.). No credit for missed or late work.

TOPICS:

IDENTITY

SELF-DEFINITION: WHO WE SAY WE ARE

ILLUSIONS

GENETICS: WHO OUR BODIES SAY WE ARE

SOCIALIZATION: WHO SOCIETY SAYS WE ARE

GENDER: WHO WE'RE SUPPOSED TO BE

CULTURAL

BODY

IMAGE

AGE

CAREER

ROLE

DAUGHTER

WIFE

MOTHER

VICTIM

INCEST

RAPE

ABUSE

PHYSICAL

PSYCHOLOGICAL

RELATIONSHIPS/ENFORCERS

HOW WE'RE MADE WHO/WHAT WE ARE

DOUBLE STANDARD

WHO MAKES US WHO/WHAT

MEN

FAMILY

PARENTS

SIBLINGS

LOVERS/PARTNERS

FRIENDS

SOCIETY

FORMAL EDUCATION

RELIGION

POLITICS

ACTIVISM: WHO WE CAN BE/AUTO-DETERMINATION

REVIEW/SYNTHESIS

SPECIFIC TOPIC STUDY GUIDE

(Feel free to add questions you think helpful.)

1. Identity

Define sex, gender, man, woman, male, female, masculine, feminine.

What are other terms that help define identity?

How do we form our identity or identities?

Where does self-definition/determination fit in?

2. Socialization/education

Define socialization, education.

What historically constituted the education of women? In what kinds of societies is that still true?

What is the history of formal education of women?

What are the ramifications of sex/gender in formal education?

3. The body/the image

Define body image.

What is currently the preferred body image of women?

How has that changed over time?

Is that different by culture?

Is that age-specific?

How does that affect individual behavior?

The body/the role

4. mother

Define mother. Are women the best mothers/nurturers?

What is motherhood supposed to be like? What is it really like?

Should every woman be a mother? How does society treat non-mothers (especially by choice)?

5. wife

Define wife.

What is wifehood supposed to be like?

How is the husband/wife interaction structured? How should it be structured?

6. career

Define career.

What does sex/gender have to do with it?

7. victim

What kinds of victimization are sex/gender specific?

8. Mid-term synthesis

What are the main themes you have deduced so far?

Book report/critical essay

See elements for prose and poetry plus critical essay abstract handout.

Relationships/enforcers

9. Family

Define family.

What does sex/gender have to do with it?

How are family interactions structured? How should they be structured?

10. Lovers/Partners

Define lover, partner.

How are lover/partner interactions structured? How should they be structured?

11. Friends

Define friend.

What does sex/gender have to do with it?

How are friendship interactions structured? How should they be structured?

Society

12. Religion and philosophy

What do religion/philosophy teach us about sex/gender? Is that different by denomination or culture/ethnicity?

How do religion/philosophy exert control?

Does religious belief have more effect than other enforcers? Why?

13. Politics

How does politics affect sex/gender?

How is politics used to affect sex/gender issues?

Where does activism fit in?

14. Final synthesis

What are the main themes you have deduced overall?

Other readings, etc./critical essay

See elements for prose and poetry plus critical essay abstract handout.

GENDER ISSUES

Always keep gender issues in mind while doing your synopses and study questions for discussion and your essays.

Linguistics, education, history, physical life (health, reproduction, aging), power (terrorism, discrimination), social and career roles, religion, etc.

ACTIVITIES

Attend an approved activity outside of class (refer to partial list of cultural activities on Blackboard). If you would like immediate feedback, write (in Spanish) a maximum 3-sentence, 50-word summary of who, what, why, when, where and how, which you will hand to the prof immediately before presenting your synopsis to the class in Spanish. However, your only grade will be on the oral presentation. **DO NOT READ WHAT YOU HAVE WRITTEN ALOUD. MAXIMUM 1 MINUTE.**

MAY NOT BE "MADE-UP" IF YOU ARE ABSENT OR FORGET

SERVICE LEARNING: You will participate in at least one pre-approved Hispanic-related service/internships/volunteer literary learning experience for at least two hours: tutoring, etc.

PROJECT (PAPER): CHOOSE EITHER 1) CRITICAL ESSAY OR 2)SERVICE LEARNING AND DESCRIPTIVE ESSAY

critical essay based on literary or studio art content with gender and/or ethnic critique
powerpoint presentation to class

CRITICAL ESSAY GUIDELINES

You will read and research a work (novel, short story, poem, drama, essay, movie version) written or created by a Hispanic woman.

Typed and double-spaced

Undergraduate: Six-eight pages in Spanish, approximately 1800-2400 words

Graduate: Ten-Twelve pages in Spanish--approximately 3000-3600 words

ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE. Use parenthetical documentation.

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.

Components:

I. Introduction.

A. Background info about the work, author, etc., ONLY if it relates to the thesis (be sure to cite sources).

B. Thesis of the paper (what question you are trying to answer or your opinion).

C. Critical approach (how you intend to deal with the thesis of the paper).

II. Critical approach (be sure to cite sources).

A. Which approach.

B. How it works.

C. How it is applied.

III. Application of approach: Cite the primary source and at least 3 secondary ones (books and journal articles) in the paper.

IV. Discussion of application of approach.

A. Interpretation of findings.

B. Conclusions in view of findings.

V. Summary/conclusions of critics.

VI. Bibliography: List the primary source and at least 10 secondary sources at least one book and at least 5 articles, not necessarily present in Doherty--about your author/primary work/critical approach

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

or

SERVICE LEARNING AND DESCRIPTIVE ESSAY

descriptive paper on 10 reality-based learning experiences
powerpoint presentation to class
supervisor evaluation form

SERVICE LEARNING

You will participate in 10 pre-approved service/internships/volunteer learning experiences or pre-approved series of 10 visits to institutions (museums like MFAH, Menil Collection, CMA, etc.; businesses like groceries in different parts of the city, etc.).

DESCRIPTIVE PAPER GUIDELINES

Typed and double-spaced

Undergraduate: Six-eight pages in Spanish, approximately 1800-2400 words

Graduate: Ten-Twelve pages in Spanish, approximately 3000-3600 words

ANYTHING NOT IN LATEST MLA HANDBOOK FORMAT IS UNACCEPTABLE. Use parenthetical documentation.

EDIT YOUR WORK. ANY WRITTEN WORK HANDED IN WITH MORE THAN FIVE GRAMMAR ERRORS PER PAGE IS UNACCEPTABLE.

Components

I. Introduction.

- A. Background info about, history of the agency, institution (why it exists, etc.)
- B. Purpose of your experiences (what you intended to observe, prove, etc.)
- C. Relation of the agency/institution and your experiences to gender/ethnic issues

II. Description of your experiences

- A. Chronology and content of your experiences
- B. Interpretation of your experiences based on issues.

III. Conclusions about gender/ethnicity based on your experiences

IV. Your supervisor's observations (form) about your experience or an agency/institutional representative observations about at least one of your experiences

Note that these components do not in any way indicate the number of pages which should be devoted to each or how they are combined.

EXTRA CREDIT

Undergraduates may do the video summaries and participate in the discussions for up to points for extra credit.

You may make-up the points of 1-2 excused absences plus earn up to 10 points per additional feminist and/or Hispanic experience. You may have 5 experiences experiences (beyond the five required). You may see videos by or about Hispanic women, visit museums (MFA, Menil Collection, CMA) or have other Hispanic experiences pre-approved by professor such as concerts, Club Hispánico, Charla, theatre, dance, etc. Write a 10-sentence description (who, what, why, where, when) in Spanish, typed and double-spaced to discussion board; be prepared to discuss in class without notice.

NONE ACCEPTED DURING LAST TWO WEEKS OF CLASS.