

**WOMEN'S PERSPECTIVES AND VALUES**  
**WSP 101, sec. 01 Fall, 2009**  
**El Centro**  
**Dr. Sarah Hoagland**

**SYLLABUS**

**DESCRIPTION:**

This course will focus on reading resistance in the works and lives of contemporary U.S. Latinas in relation to the multi-gendering of women in the interpersonal, state, and global frames. These contexts are emphatically marked by homophobia, racist sexism and sexist racism interlaced with Anglo ethnocentrism and colonialism. One of the key concerns among women of color and poor communities today is the difficulty of sustaining families in the face of increasing criminalization, aggressive law enforcement, welfare reform, and severe immigration and population policies--policies that criminalize women's bodies and families. We will analyze the tensions played out between U.S. and Latin American cultures as they affect and are played out in Latina women's bodies. But our emphasis will be on subversive remakings, transformations, in the process of making face, making memory, rebuilding old spaces through transgressive inhabitations, making connections, finding and inhabiting the place between impressive masks Latina women are forced to wear.

**TEXTS:**

Diana Vélez, RECLAIMING MEDUSA  
Sandra Cisneros, WOMAN HOLLERING CREEK  
Pat Mora, AGUA SANTA, HOLY WATER  
Julia Alvarez, ONCE UPON A QUINCEANERA: COMING OF AGE IN THE USA  
Gloria Anzaldúa, ed. MAKING FACE, MAKING SOUL

**REQUIREMENTS:**

**Attendance:**

Attendance is mandatory. More than one absence will lower your grade. If you do have to miss a class, If you miss a class, check with a classmate to find out if any changes were made. YOU ARE RESPONSIBLE FOR KNOWING WHAT WENT ON IN ANY CLASS YOU HAVE MISSED. So get to know each other.

**Interpretations:**

For several of the books listed above (Once Upon a Quinceañera, Woman Hollering Creek, Agua Santa, Reclaiming Medusa), you are to pick a story or a poem you consider particularly interesting and important. Write a three-page interpretative essay on the passage.

Other days you will be asked to develop one question for class discussion. Turn in your question in writing.

**Workshops:**

There will be several workshops during the semester.

**The Report:**

The "Report" involves going to Women and Children First, Chicago's feminist bookstore, 5233 N. Clark (769-9299). Explore the periodicals they carry. There are newspapers, magazines, scholarly journals, etc., quite a variety of publications that come out monthly, quarterly or yearly. They cover a wide range of areas: news, movement issues and activism, art, literature and poetry and so on. Pick out one copy of one periodical, purchase it, and read it thoroughly. Then write up a description of it, plus your own thoughts and reflections about some of the material in it. This report is to be 3 pages long. You will need to plan ahead to give yourself a chance to read and then write a report on the periodical.

**Final Paper:**

A final 7-10 page paper will be due the last day of class. This will be based on our readings, discussions, the workshops, your interpretative essays—everything we do in the class. This paper is to be typed.

**Late papers:**

Late papers have grades reduced for lateness; the later the paper, the larger the reduction. No papers are accepted more than six days after the due time.

**GRADING:**

Your grade will be determined as follows:  
class attendance and participation—10%  
interpretive essays 10% each, total 40%  
report—15%  
final paper—35%

**OFFICE HOURS:**

El Centro: 8:45-9:00 pm, Room 122 and by appointment North campus: Tuesdays and Thursdays: 10:45 am-12:15 pm and by appointment. My office is Classroom 3085, North campus, and my telephone is 442-5796.

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**Tentative SCHEDULE OF READINGS AND ASSIGNMENTS FOR THE WEEK**  
(Note: This schedule is subject to change. Changes will be announced in class.)

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|------------------------------|---|
| <b>Tuesday, September 1</b>  | Introducing the class and ourselves<br>Listening exercise   |
| <b>Tuesday, September 8</b>  | Julia Alvarez, Quinceanera pp. 1-139<br>Bring one question for class discussion                     |
| <b>Tuesday, September 15</b> | Julia Alvarez, Quinceanera pp. 139-269<br><b>Interpretation piece due</b>                           |
| <b>Tuesday, September 22</b> | Anzaldúa, pp. 15-39<br>In class: plants workshop  |
| <b>Tuesday, September 29</b> | Sandra Cisneros, <u>Woman Hollering Creek</u> , pp. 1-83<br>Bring one question for class discussion |
| <b>Tuesday, October 6</b>    | Sandra Cisneros, <u>Woman Hollering Creek</u> , pp. 84-165<br><b>Interpretative piece due</b>       |
| <b>Tuesday, October 13</b>   | Anzaldúa, pp. pp. 41-51<br>In class: Map of oppression workshop                                     |
| <b>Tuesday, October 20</b>   | Pat Mora, <u>Agua Santa</u><br>Bring one question for class discussion                              |
| <b>Tuesday, October 27</b>   | Pat Mora, <u>Agua Santa</u><br><b>Interpretive piece due</b>  |
| <b>Tuesday, November 3</b>   | Anzaldúa, pp. 77-91<br>In class: workshop: Complex Unity workshop                                   |

**Tuesday, November 10**

María Lugones, "Playful World Travel"

**Tuesday, November 17**

Reclaiming Medusa pp. 1-95

Bring one question for class discussion

**Tuesday, November 24**

**Report due:** Women & Children First Bookstore

In class: workshop: Building Violence-free  
Communities

**Tuesday, December 1**

Reclaiming Medusa, pp. 97-180

**Interpretive piece due**

Talk about final paper.

**Tuesday, December 8**

**Final paper due**

potluck