

**GE 20 Spring 2018**  
**Latinx Feminist Thought**

**Wednesdays 3:00 - 5:50pm**  
**Public Affairs 2317**

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**Office Hours:** By appointment  
**Office Location:** Haines 261B

“Living on borders and in margins, keeping intact one's shifting and multiple identity and integrity, is like trying to swim in a new element, an 'alien' element.” – Gloria Anazaldúa

**COURSE DESCRIPTION**

What does it mean to disappear—from the pages of history, from your own humanity, from systems of oppression? This seminar is created with the foundational assumption that Latinx feminists have created a body of knowledge about our lives and visions of liberation that is not fully known or valued. What is Latinx feminist thought? What are its origins? Why does it matter for intersectional movements for global justice? To address these questions, we will synthesize the ideas and experience of indigenous, Afro-Latinx, trans and gender-nonconforming, Caribbean, Central American, and Mexican-origin feminists. Our overarching goal in this seminar will be to collectively identify the foundations of a pan-ethnoracial Latinx feminist framework. As a political and theoretical intervention in feminist scholarship and movement, we will use the term “Latinx” as an inclusive term for queer, gender nonconforming, straight, and cisgender people of Latin American descent. In a political moment marked by expanding modes of violence toward queer, immigrant, and women of color, we will interrogate the social processes that marginalize Latinx feminist perspectives in the academy while exploring the theories created by these scholars to imagine social worlds beyond our own.

**LEARNING GOALS**

At the end of the seminar, students will be able to:

- Identify the basic principles of Latinx feminist thought
- Critically read, analyze, and write about Latinx feminist thought with an interdisciplinary lens
- Analyze the lived experiences of Latinx at the intersection of ethnorace, gender, class, sexuality, and immigration status
- Apply theories from course material to current Latinx feminist activism
- Develop preliminary research skills to conduct in-depth interviews with Latina/x-identified people

## SEMINAR ACTIVITIES AND GRADE DISTRIBUTION

### **1. Lead in weekly seminar discussions (10%)**

- a. Each week, a student group will lead us in class discussion of **one** the week's readings for 30 minutes. You will provide an overview of the main arguments for the readings and help your peers make connections across readings. You are to develop 2 analytical questions that cover the reading to facilitate class discussion, and highlight two significant quotations to analyze. Further, you should explain how they contribute to Latinx feminist thought. ***Please be mindful that this task is primarily intended to facilitate meaningful class discussion.***
- b. Please schedule a video meeting with me prior to your presentation so that I can offer guidance on how to prepare to discuss your assigned reading.

### **2. Discussion and methods workshops participation (10%)**

- a. During the weeks that you are not leading class discussion, you are still expected to actively engage in the discussion so that you demonstrate your understanding of the materials and move the discussions forward.
- b. Throughout the quarter, we will engage in methodological workshops to teach you the skills to engage in qualitative research in preparation for your final assignment. You are expected to actively participate in these workshops by asking pertinent questions and completing all workshop activities individually or as a group.

### **3. Resistance project midterm (20%)**

- a. Develop a cultural item of resistance against racism, patriarchy, classism, anti-immigrant sentiment, and heteropatriarchy and in support of Latinx feminisms. This might be a comic strip, video, essay, painting, poem, spoken word, dance, or song — it's up to you. It should just be something that you're comfortable sharing with the class (in person or as a recording). You may do this in groups as well.
- b. Meet with me during office hours no later than Week 4 to discuss your vision of the project.
- c. Individually, write a 3-page paper that makes a case for how your cultural artifact engages with Latinx feminist thought. Both the artifact and your paper are due during Week 5.

### **4. Story Collection Project (60%)**

- a. 1-page proposal (5%)
- b. Create an interview questionnaire (15%)
- c. Conduct 1 audio- or video-recorded interview or oral history of a woman-identified Latinx and donate it to a local Latinx feminist organization engaged in story collection. Must be completed by Week 7. (15%)
- d. Peer review session of fully drafted papers (5%)
- e. Final paper: Write a 8-page paper based on the interview or oral history you conduct to understand how your storyteller's life supports, challenges, extends, etc. the theories we discuss throughout the seminar. You should incorporate at least 5 readings from the course to support your analysis. (20%)

## SEMINAR EXPECTATIONS

**1. You must come to section with the readings and podcast episodes for that day already finished.** Seminar is not a substitute for doing the reading and podcast listening on your own. Podcast episodes of *Anzalduing It* are available for free through SoundCloud and the iPhone Podcasts app. Class is designed with the understanding that you have already finished the reading. This will allow us to discuss the concepts and ideas from the readings in detail. If you have not done the reading, you will struggle with understanding the course concepts necessary to do well in the class. All readings will be available as PDF documents on the course website. You may either bring hardcopies of the readings each week or have them ready on your laptop or tablet.

**2. Class attendance is mandatory!** You cannot get credit for participation if you are absent. We only meet 10 times for this class, so missing one session amounts to missing a tenth of the course. If you are ill, then please get a note from the Ashe center or your doctor. Please be on time each week in the spirit of collective learning and accountability.

**3. If you are having trouble with the course, please come talk to me before you end up in dire straits.** I am one of your biggest resources for this course, so make the most of it! I am available during office hours for help with assignments. I also try to respond to emails within 24 hours M-F 9am-5pm, as long as the answer to your question cannot be found in the syllabus, previous emails, or other course material you are expected to check prior to asking me. ***If I do not respond to your email within 24 hours M-F, please check that "GE20" is in the subject line.***

If I ask you to check the syllabus, it's not because I hate you or because I'm trying to make your life difficult—it's because one of the skills you are being asked to develop in this class is for you to learn success skills for college, and that most definitely includes careful reading and utilizing the resources with which you have been provided. I welcome your questions and I am happy to discuss your assignments during office hours. Please note that office hours are not a substitute for coming to seminar. It is also not private class session; if you miss seminar, I cannot go over everything you missed in section during office hours or over email.

**4. All assignments must be polished.** This means that papers must be proofread, address all parts of the assignment you are tasked with, and thoughtful. I encourage you to make use of the free writing and proofreading resources available to you through the Undergraduate Writing Center (<http://www.wp.ucla.edu/appointment/>)

***Please do not submit hardcopies of your papers to me unless instructed otherwise! Your papers should be submitted via Turnitin.***

**5. Classroom etiquette is a vital component of the learning process.** Studying social life requires active and critical reading, listening, thinking and conversation. *We will discuss some contentious and emotionally-charged topics throughout the quarter; I expect us to collectively create a safer space to share our views (even if they are contradictory) and ask difficult questions.* Since we all will have something to say, but may be saying vastly different, even contradictory things, the following guidelines will be adhered to while in section:

- Assume that people in this class are doing the best they can do.

- Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you cannot disagree, only that you do so with respect. Personal attacks on fellow students will not be allowed.
- Use "I" statements. Own your words to acknowledge that everyone may not share your perspective.
- Do not interrupt. Listen before speaking.

Discussion is an effective way of exploring concepts in this course, but please engage each discussion using an informed perspective (this means engaging with the course material), stay on topic, speak in a respectful manner, disagree with ideas – do not attack individuals, share the "air time", listen carefully to what each speaker is saying. There is a difference between debate and disruptive, disrespectful behavior. Discussion and debate can be spirited, but belittling others will not be tolerated in our learning environment.

**6. Your classmates are your resources.** Take down the email addresses and phone numbers of 5 people in this class. If you have questions, need notes, or want to form study groups (Google Drive, Asana, and Trello are all great free online tools for this), start by contacting your group.

### ACADEMIC INTEGRITY

There are many forms of academic misconduct, including cheating, fabrication, plagiarism, multiple submissions, and otherwise facilitating academic dishonesty. Students are responsible for their behavior, must be diligent and careful about not even accidentally plagiarizing. Misconduct will be reported to the Dean of Students without exception.

### THE UNDERGRADUATE WRITING CENTER

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage in the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. Sessions can focus on how to approach an assignment, on formulating a thesis, on fleshing out a plan/outline for a draft, on reading a draft with the writer to check for clarity and flow, on incorporating and citing sources, on revising a paper based on instructor feedback, or on tackling grammar or sentence structure problems.

Students should show up to their appointment with the following:

- A draft of a paper if the student has completed one
- Preliminary notes or writing if the student does not have a draft
- A copy of the assignment
- Instructor or peer comments on the paper
- Copies of readings or research related to the assignment

Located in A61 Humanities, the Writing Center is open Monday through Thursday 10AM-6PM; Friday 10AM-3PM. The second location for on-campus residents, Rieber Hall 115, is open Sunday through Thursday, 7PM-9PM. The third location for students who need help with research and writing, Powell Library 228, is open Sunday through Thursday, 6-9PM. Students may make an

appointment by visiting the website: [www.wp.ucla.edu/uwc](http://www.wp.ucla.edu/uwc) and click on Make an Appointment. For questions, call the Center at 310-206-1320, email at [wcenter@g.ucla.edu](mailto:wcenter@g.ucla.edu) or just drop in.

### GETTING WHAT YOU NEED

If you have a disability that may require classroom or other reasonable modifications, please let me know as soon as possible. If you have not already done so, please be sure to register with the Center for Accessible Education (Murphy Hall A255). You must be registered with the CAE prior to receiving accommodations. Please refer to: <http://www.cae.ucla.edu> Disability Access Web: <https://accessweb.ucla.edu>.

### UCLA LIBRARY

The UCLA Library has resources to help you to identify the relevant sources, get to them easily, and critically evaluate their content. **Annie Pho**, Inquiry and Instruction Librarian for Peer Services and Powell Public Programs of Powell Library, will introduce library resources on the first day of class; she can be reached at [apho@library.ucla.edu](mailto:apho@library.ucla.edu) or (310) 825-1882. **Jacelyn Omusi** is available this quarter to provide additional support with your assignments. Jacelyn can be reached at [jacelynomusi97@gmail.com](mailto:jacelynomusi97@gmail.com). The library research guide for GE Cluster 20 can be found at <http://guides.library.ucla.edu/GE20>.

## TENTATIVE READING SCHEDULE

### **Week 1: What is Latinx Feminist Thought? (April 4)**

- Anzaldúa, Gloria. 2012. 4<sup>th</sup> edition. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. [Chapter 1, pp. 23-35]
- García, Alma M. 1997. *Chicana Feminist Thought: The Basic Historical Writings*. Routledge. [Introduction, pp. 1-13]
- The Latina Feminist Group. 2001. *Telling to Live: Latina Feminist Testimonios*. Durham, NC: Duke University Press. [Introduction, pp. 1-24]
- “The argument against the use of the term ‘Latinx’”  
<http://swarthmorephoenix.com/2015/11/19/the-argument-against-the-use-of-the-term-latinx/>
- “The Case FOR ‘Latinx’: Why Intersectionality is Not a Choice”  
<http://www.latinorebels.com/2015/12/05/the-case-for-latinx-why-intersectionality-is-not-a-choice/>

*Anzaldúing It* Podcast: Episode 3: 1-800-PAY-A-FEMME

Methods workshop: An introduction to qualitative research

### **Week 2: Latinx Reproductive Politics and the Fight for Reproductive Justice (April 11)**

- Ross, Loretta. 2017. *Radical Reproductive Justice*. New York, NY: Feminist Press. [“Conceptualizing Reproductive Justice Theory: A Manifesto for Activism”, pp. 170-228]
- Gutiérrez, Elena. 2008. *Fertile Matters: The Politics of Mexican-Origin Women’s Reproduction*. Austin, TX: University of Texas Press. [Chapter 1, pp. 1-13]
- “4 Ways to Center Trans Women in Reproductive Justice:”  
<http://everydayfeminism.com/2015/11/trans-women-reproductive-justice/>
- *Queering RJ*: <https://rewire.news/article/2007/05/31/queering-reproductive-justice/>
- California Latinas for Reproductive Justice: Latinas and the A Word Fact Sheets
  - Fact Sheet 2: <http://www.californialatinas.org/wp-content/uploads/2013/10/CLRJ-Abortion-FactSheet-2-Eng-FINAL.pdf>
  - Fact Sheet 3: <http://www.californialatinas.org/wp-content/uploads/2013/10/CLRJ-Abortion-FactSheet-3-Eng-FINAL.pdf>

*Anzaldúing It* Podcast: Episode 25: For the Sad Girls Who Try & Try Again

Presentation by California Latinas for Reproductive Justice (CLRJ)

### Week 3: Critical Latinx Indigeneities (April 18)

- Blackwell, Maylei, Floridalma Boj Lopez, Luis Urrieta Jr. 2017. "Special Issue: Critical Latinx Indigeneities." *Latino Studies* 15(2): 126-137
- Saldaña-Portillo, María Josefina. 2017. "Critical Latinx Indigeneities: A paradigm shift." *Latino Studies* 15(2):138-155.
- Alberto, Lourdes. 2017. "Coming Out as Indian: On being an Indigenous Latina in the U.S." *Latino Studies* 15(2): 247-253.
- Castellanos, M. Bianet. 2017. "Rewriting the Mexican immigrant narrative: Situating indigeneity in Maya women's stories." *Latino Studies* 15(2): 219-241.

*Anzaldúing It* Podcast: Episode 15: Just Cause You're Brown Don't Mean You're Down

Presentation by Brenda Nicolás-Sánchez

### Week 4: Transformative Families and a Radical Politics of Love (April 25)

- Gumbs, Alexis Pauline et al. 2016. *Revolutionary Mothering: Love on the Front Lines*. Between the Lines Press. [Preface]
- Gumbs, Alexis Pauline et al. 2016. *Revolutionary Mothering: Love on the Front Lines*. Between the Lines Press. [On my childhood, El Centro del Raza, and Remembering]
- Gumbs, Alexis Pauline et al. 2016. *Revolutionary Mothering: Love on the Front Lines*. Between the Lines Press. [Queering Family]
- Gumbs, Alexis Pauline et al. 2016. *Revolutionary Mothering: Love on the Front Lines*. Between the Lines Press. [From the Four Directions]
- Gumbs, Alexis Pauline et al. 2016. *Revolutionary Mothering: Love on the Front Lines*. Between the Lines Press. [What does the daughter of a Chicana-Lesbian Teenage Mom Know About Having Babies?]
- Abrego, Leisy. 2009. Economic Well-Being in Salvadoran Transnational Families: How Gender Affects Remittance Practices. *Journal of Marriage and Family* 71, pp. 1070-1082

*Anzaldúing It* Podcast: Episode 19: Home

Methods workshop: Research design & Practicing the interview

Due: 1-page proposal for final paper via Turnitin.com by 8:59pm Wednesday.

Presentation by Mothers of Color in Academia (MOCA)

## Week 5: Border Abolition, Nationalism, and Racial Capitalism (May 2)

- Flores-González, Nilda. 2013. *Immigrant Women Workers in the Neoliberal Age*. Chicago, IL: University of Illinois Press. [Introduction, pp. 1-13]
- Falcón, Sylvanna. 2006. Color of Violence: The INCITE! Anthology [“National Security’ and the Violation of Women: Militarized Border Rape at the US-Mexico Border,” pp. 119-129]
- Fregoso, R. and Bejarano, C., eds. 2010. *Terrorizing Women: Feminicide in the Américas*. Durham, NC: Duke University Press. [Ciudadana X, pp. 275-288]
- “Mexico tortures migrants – and citizens – in effort to slow Central American surge” [https://www.theguardian.com/world/2016/apr/04/mexico-torture-migrants-citizens-central-america?CMP=share\\_btn\\_fb](https://www.theguardian.com/world/2016/apr/04/mexico-torture-migrants-citizens-central-america?CMP=share_btn_fb)

*Anzaldúa* It Podcast: Episode 10: Ain’t Nobody’s Monedita de Oro

Midterm: Present cultural artifacts in class

Submit 3-page paper via Turnitin.com by 8:59PM Wednesday

Methods workshop: Transcribing and coding the interview

Due: Interview questionnaire via Turnitin.com by 8:59pm Wednesday

## Week 6: Storytelling, ARTivism, and Other Forms of Transformative Healing (May 9)

- Blackwell, Maylie. 2011. *Chicana Power: Contested Histories of Feminism in the Chicano Movement*. Austin, TX: University of Texas Press. [Introduction, pp. 1-13]
- Facio, E. and I. Lara. 2014. *Fleshing the Spirit: Spirituality and Activism in Chicana, Latina, and Indigenous Women’s Lives*. University of Arizona Press. [Introduction, pp. 3-15]
- Sandoval, Chela and Guisela Latorre. 2008. “Chicano Artivism: Judy Baca’s Digital Work with Youth of Color.” *Learning Race and Ethnicity: Youth and Digital Media*. Edited by Anna Everett. Cambridge, MA: The MIT Press. [pp. 81-108]
- Vega, Silvia Rodriguez. 2017. “Selfless Selfie Citizenship: Chupacabras Selfie Project.”

*Anzaldúa* It Podcast: Episode 4: Self-Care & Toxic Relationships

Presentation by Silvia Rodriguez

## Week 7: Decolonizing Knowledge Construction of Latinx (May 16)

- Pérez, Emma. 1999. *The Decolonial Imaginary: Writing Chicanas into History*. Bloomington, IN: Indiana University Press. [Chapter 1, pp. 3-30]
- Cruz-Jansen, Marta I. 2010. *The Afro-Latin@ Reader: History and Culture in the United States*. Durham, NC: Duke University Press. ["Latinegras: Desired Women—Undesirable Mothers, Daughters, Sisters, and Wives" pp. 282-294]
- Falcón, Sylvanna M. 2008. The Voices of Afro-Peruvian Women on Gendered Racism. *Gender & Society* 22(5): 660-80.
- Gutiérrez y Muhs, G., Y.F. Niemann, C.G. González, and A.P. Harris. 2012. *Presumed Incompetent: The Intersections of Race and Class for Women in Academia*. Boulder, CO: University Press of Colorado. [Chapters 3 and 26]

*Anzaldúing It* Podcast: Episode 11: Academia Survival Kit

Due: Submit 1 interview in the Assignments tab of course website by 8:59PM

## Week 8: Queering Latinx Feminist Thought (May 23)

- Trans Latin@ Coalition. *The State of Trans Health: Trans Latin@s and their Healthcare Needs*.
- Vargas, Deborah. R. 2014. Ruminations on Lo Sucio as a Latino Queer Analytic. *American Quarterly*, 66(3): 715-26.
- Acosta, Katie L. 2013. *Amigas y Amantes: Sexually Nonconforming Latinas Negotiate Family*. [Introduction and Chapter 5]

*Anzaldúing It* Podcast: Episode 14: Hella Queer

Presentation by Jackie Cárraves of *Anzaldúing It* and Trans Latin@ Coalition

## Week 9: Gendered and Sexual Violence in the Borderlands (May 30)

- Gaspar de Alba, A., and G. Guzmán. 2010. *Making a Killing: Femicide: Free Trade, and La Frontera*. Austin, TX: University of Texas Press. [Introduction, pp. 1-19]
- Fregoso, R. and Bejarano, C. (eds.) *Terrorizing Women: Femicide in the Américas*. Durham, NC: Duke University Press. [Femicide and Sexual Violence in Guatemala, pp. 127-137]
- Alvarado, Karina O., Alicia Ivonne Estrada, and Ester E. Hernández. 2017. *U.S. Central Americans: Reconstructing Memories, Struggles, and Communities of Resistance*. [A Genealogy of Cigua Resistance, pp. 98-115]
- "How the Chicanas of Eastside Mujeres Network are Fighting to End Violence

Against Women” <http://www.laweekly.com/news/how-the-chicanas-of-eastside-mujeres-network-are-fighting-to-end-violence-against-women-7408606>

*Anzaldúing It* Podcast: Episode 28: Marriage is a Sham Ya’ll

Methods workshop: Analyzing the interview & Writing the paper

Due: Submit transcript in the Assignments tab of course website by 8:59PM

**Bring 1 hardcopy of your transcript to class for activity**

### **Week 10: Toward Latinx Futurisms (June 6)**

- Anzaldúa, Gloria. 2012. 4<sup>th</sup> edition. *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books. [La conciencia de la mestiza/Toward a new consciousness, pp. 99-113]
- Muñoz, José Esteban. 2009. *Cruising Utopia: The Then and There of Queer Futurity*. NYU Press. [Introduction pp. 1-18, Conclusion, pp. 185-89]
- Chávez, Karma. 2013. *Queer Migration Politics: Activist Rhetoric and Coalitional Possibilities*. Chicago, IL: University of Illinois Press. [Introduction, pp. 1-20]

*Anzaldúing It* Podcast: Episode 17: Baddies Who Inspire Us

Due: 2 hardcopies of final paper draft for peer review

### **Finals Week: Final paper due (June 13) — see next page**

- Submit 8-page paper via Turnitin.com by 5PM Wednesday

Have an amazing summer!