

SYLLABUS – SPRING 2023

## GWS 294/LALS 292: CONTEMPORARY LATINA NARRATIVES

The University of Illinois at Chicago

**Time:** Mondays and Wednesdays 9:30 am – 10:45 AM

**Location:** Mondays on [Zoom](#) and Wednesdays in person at [Lincoln Hall 205](#)

**CRN:** GWS 294 - 37069 / LALS 292 – 45325

**Instructor:** Esther Díaz Martín, Ph.D., Assistant Professor in LALS and GWS, [edmarti@uic.edu](mailto:edmarti@uic.edu)

**Drop-In Hours:** Wednesdays in office at University Hall 1509, 11am-12pm or by appointment

### Course Description

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GWS 294/LALS 292: Contemporary Latina Narratives: Studies recent works by Latinx authors, artists, and media makers that narrate embodied and intersectional experiences, coming of age, and decolonial love. This course will feature a selection of contemporary Latina-authored narrative works across different media including fiction and non-fiction writing, television, film, music, and social media. Focusing on recently published works, we will explore how Latina cultural producers narrate and come to understand their subject positions as sexed, gendered, (dis)abled, classed, and racialized bodies in contemporary US society. Our analytical engagement with these works will be framed through queer and women of color feminist conceptual frameworks including intersectionality, decolonizing methodologies, and testimonio, and counter-conocimiento.

Pre-requisite: Students should have taken at least one previous course in GWS or LALS. Students may also enroll with instructor's consent.

### Learning Objectives

- Demonstrate an understanding of the ways in which Latinas define and express themselves and the contexts in which these definitions are constructed.
- Develop critical and creative approaches to the study of literature and expressive cultures.
- Increase knowledge of social issues in Latina communities through the study of cultural texts.
- Strengthen communicative and academic writing skills; become more knowledgeable and skilled in humanities-based research and writing practices.

### Required Materials

Books can be purchased or borrowed at: [UIC bookstore](#), [Women and Children's First bookstore](#), [Pilsen Community Bookstore](#). Some books are available at the [UIC library](#) and/or via inter-library loan and [Chicago Public Library](#). I may also provide a few scanned chapters as you wait on delivery, just ask!

#### **Books:**

- *How Not to Drown in a Glass of Water* by Angie Cruz
- *Woman of Light* by Kali Fajardo-Anstine
- *Mean* by Myriam Gurba
- *Crying in the Bathroom* by Erika L. Sánchez

#### **Moving Image:**

- *The Infiltrators: A True Story* (2019) Cristina Ibarra and Alex Rivera, on Kanopy and rent online
- *Mosquita y Mari* (2012) Aurora Guerrero for rent online, DVD at the library
- *Roma* (2018) Alfonso Cuarón on Netflix

- *Vida: Season 1* on Hulu

**Other materials:**

Podcasts and other readings are online. See the schedule and/or Blackboard for links.

**Content Note**

Some of the material presented in class will reference and describe sensitive topics including sexual abuse, femicide and gender violence, self-harm, depression, sexual health and sexuality, and abortion. In addition, the material presented in this course sets us up to have conversations on issues of race, family, class, and politics, among others. Students are expected to prepare to engage with these topics and conversations thoughtfully and respectfully.

As appropriate, I will inform the class ahead of time of any content that may be triggering to those who have experienced trauma, so that they may decide how you can engage appropriately. If you have any concerns about your ability to engage with the content and would like to tell me, please do so at any time.

**Course Requirements and Grading Policy**

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Grading Scale: A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=below 60.

**Assignments**

- 30% Attendance and Participation
- 20% Discussion Lead
- 30% Discourse Analysis Paper
- 20% Term Paper

**Assignment Descriptions**

Note: I will post detailed instructions, samples, and grading rubrics for each assignment.

30% Participation: Grade based on timely attendance, active engagement and contribution in class discussions, and completion of in-class activities including writing prompts and the occasional unannounced reading quiz. One (1) point is earned per session for a total of 30 points.

20% Discussion Lead: Introduce the assigned material (book, film etc.) and lead the discussion. Provide information about the author, a brief synopsis of the material, and three questions that will guide our conversation. 15 points based on your content and performance in class. Submit a one-page hand out to our shared folder for 5 points.

30% Discourse Analysis: An analysis of a Latina podcast centering on understanding its language in social context. This report will include information on the history of the podcasts, podcaster(s) biography, followers across platforms, stated intent of the podcast, and detailed description the podcast episodes and themes, about 1000 words. In the analysis, you will center in on 3 notable linguistic and/or sound, visual elements, about 600 words. The conclusion will compare or make connections to other Latinx or women-centered works with which you are familiar, about 400 words. Total word count minimum is 2000 words or about 8 pages (double spaced 12-point font). Evaluation is based on organization and presentation 10 points, depth of description of data 10 points, discourse analysis and conclusion 10 points.

20% Term Paper: An 8–10-page essay comparing a text/work assigned in the course with one that you will read/review on your own. Identify (a) shared theme(s) and discuss how the two authors' presentation compared or differed. You may consider: What is each author's presentation emphasizing? How do they achieve this effect through form? How do their presentations complicate or make a distinct intervention in our understanding of Latina lives? I will provide you with a list of works you can choose from, or you may also suggest one. You may also cite additional outside sources that are relevant or help you convey your arguments. 5 points for organization and presentation, citations and bibliography page required. 10 points for depth of original analysis, 5 points for delivery of conference presentation.

For your papers, please use [Chicago Style, Notes and Bibliography format](#).

## Course Schedule

Notes: Unless otherwise indicated, we meet via Zoom on Mondays.

### Introduction

#### Week 1

Mon 01/09: **In person**: Introduction to Course: syllabus, introductions

Wed 01/11: Exploring narrative(s), **assignment of Discussion Lead**

Read: Gloria Anzaldua, "now let us shift... the path of conocimiento... inner work, public acts" pages 540-543.

### Unit 1 – Literature and Testimonios

#### Week 2

Mon 01/16 **No class meeting**, MLK Holiday

Wed 01/18 1) *How Not to Drown in a Glass of Water*

#### Week 3

Mon 01/23 *Woman of Light*, Part 1, introduction, and discussion

Wed 01/15 *Woman of Light*, Part 2, discussion

#### Week 4

Mon 01/30 *Mean: A Memoir*, introduction

Wed 02/01 *Mean: A Memoir*, discussion

#### Week 5

Mon 02/06 *Crying in the Bathroom: Memoir*, introduction

Wed 02/08 *Crying in the Bathroom: A Memoir*, discussion

### Unit 2: Voicing and Listening

#### Week 6

Mon 02/13 Latina Radio Listening: Selections for *Sounds of Belonging* by D. Inés Casillas and *Feminist Frequencies* by Monica De La Torre

Wed 02/15 Vulgar listening: [“Intoxication as Feminist Pleasure... Undressing for Jenni Rivera” by Yessica García Hernandez](#) (possible guest)

Week 7

Mon 02/20 [“Cardi B: Love & Hip Hop’s unlikely feminist hero”](#) by Sherri Williams, “Afro-Latinx Futurism: Getting Free Through Pleasure” by Kaelyn Danielle Rodriguez (dissertation chapter). Listen to Cardi B’s *Invasion of Privacy* (2018)

Wed 02/22 “Approaching Sound” by Tara Rodgers, Podcast selections from Super Mamás and Chicana M(other)work and Locatora Radio

Week 8

Mon 02/27 Las Locas Comedy, recording of UIC performance

Wed 03/01 Las Locas Comedy, discussion

**Unit 3 Independent Research and Discourse Analysis**

Week 9

Mon 03/06 Instructions for **Discourse Analysis** paper

Wed 03/08 **No meeting:** Work time

Week 10

Mon 03/13 Conference meetings/work time (Zoom)

Wed 03/15 Conference meetings/work time (Zoom or in person), **Discourse Analysis due**

<b>Mon 03/20 to Friday 3/24 - Week of Spring Break @ UIC</b>
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**UNIT 4 – MOVING IMAGE**

Week 11

Mon 03/27 Discuss discourse analysis papers; Introduction to Unit 4

Wed 03/29 *The Infiltrators* (watch on your own), discussion

Week 12

Mon 04/03 *Mosquita y Mari*, introduction, view session

Wed 04/05 *Mosquita y Mari*, discussion

Week 13

Mon 04/10 *Roma*, introduction, view session

Wed 04/12 *Roma*, discussion

Week 14

Mon 04/17 Instructions for **Term Paper**

Wed 04/19 *Vida* Season 1 on Hulu, (watch on your own), discussion

Week 15

Mon 04/24 – Report in on term paper progress and work time

Wed 04/26 – Work time, no meeting

Week 16 - Finals Week

Date TBD – In person meeting, **presentation of term papers** and conclusion of course.

Friday 05/05 –**Term Paper due, All late and revised work due**

May 10- Instructor’s grading deadline; May 15-Grades available

## University Policies and Academic Resources

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### COVID-19

**Prevention:** Masking is still required in the classroom as per UIC policy. Wash your hands often, avoid touching your face, and use hand sanitizer. If you suspect you have been exposed to COVID inform me and do not come to class.

**Testing:** Get tested at UIC. If you test positive at a non-UIC testing location, use this COVID-19 Reporting Tool.

**When to return to in-person activities:** As per CDC recommendations as of Aug 11, 2022:

- If you have COVID-19 you should isolate for at least **5 days** since the day you test positive, regardless of your vaccination status.
- Isolate if you suspect that you have COVID-19 but do not yet have test results. For example, if someone in your household is testing positive or showing symptoms and you are waiting for test results.
- If you test positive, isolate in your home for at least 5 days. Continue wearing a high-quality mask through day 10 and avoid people likely to get very sick.

**Not Covid? But still sick?** Please stay home and contact me, especially if you have a presentation or other assignment due.

### **Academic Integrity Policy**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of ensuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to The Student Disciplinary Policy

### **Disability Accommodation**

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome

but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

### **Grievance Procedures**

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "[Nondiscrimination Statement](#)". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>.

### **Student Evaluation of Teaching Program (Course Evaluations)**

Toward the end of the semester, you will have the opportunity to evaluate this course. Student evaluations of teaching play a fundamental role in improving course content, format, and delivery (teaching) at UIC. You will receive an email invitation in their 'uic.edu' inbox with the following title in the subject line: "UIC Student Evaluation of Teaching [Course Name] [Instructor Name] [Semester, Year]." Please fill out this evaluation. For more information about the program and timelines for when the system is open to students to complete the evaluations, please visit <https://faculty.uic.edu/development/teachingandlearning/evaluations/>

### **Academic Support and Community Resources**

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Please reference the course Blackboard page for campus and community resources. I will highlight resources throughout the semester.