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 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
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 CATASTROPHE!!!
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.
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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
Alegria: En la playa, DM 92
Castro: Maria encadenada, DM 120
Galvan: Contradicciones, DM 128
de Burgos: A Julia de Burgos, DM 79
Vicuna: La mujer ideal, DM 122
Ferre: 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
Anzaldua
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

3
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: Miéntras 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
Estenssoro: 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 pequeño, DM 54
Olvido, DM 54
Galván: Contradicciones, DM 128
Vega: ADJ, Inc., RM 151
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 femenismo
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

11
WEEK 16

T, 5-6

REVIEW/SYNTHESIS

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Castellanos: de Balún Canán

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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 PT0S.

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.