

**School for New Learning
DePaul University
Course Syllabus: AI 106 The Resisters: The Latina Quest for Justice
Winter 2010**

Faculty: Lu Rocha
lurocha3@yahoo.com
773-203-1328

Location: Loop Campus

Dates/Time: Thursday, 6:00-9:00pm

Credit Hours: 4

Course Description

This course will introduce students to the issues of violence, oppression and abuse in the lives of U.S. Latinas, here after referred to as Latinas, and in Latin American women's lives. The course will look at the different types of violence, oppression and abuse these women experience as well as the factors that contribute to the situation, such as harmful traditions, discrimination, religion, politics, sexism and war. These factors will be reviewed and analyzed in order to have a better understanding of how they directly affect their lives and contribute to the violence, abuse and oppression they endure, and in some cases, overcome.

Students will become familiar with the many ways of resistance expressed by Latinas and Latin American women. Because defiance has been demonstrated in various forms, students will therefore be introduced to Latina and Latin American female writers, journalists, artists and activist, who have resisted violence, abuse and oppression and, in their own way, have changed the culture that perpetrates the hostile behavior. Students will learn about women such as Puerto Rican poet Julia Burgos, Mexican journalist Lydia Cacho, and Latina writers Gloria Anzadua and Cheri Moraga, just to name a few. Students will also be introduced to local resisters. Students will be encouraged to draw connections between their own experiences and that of the women about whom they will be studying. Finally, students will have an opportunity to compare and contrast methods of resistance that exists between these women and women in the U.S. who do not identify as Latinas.

Faculty Biographical

Lu Rocha has been an advocate for victims and survivors of gender-based violence for more than 12 years. She obtained her master's degree at De Paul University, in Women's Issues and Violence Against Women. She has worked with women's organizations from a variety of cultural backgrounds including African-American, Arab-American, Native American women and Latino groups to help establish programs that reflect their community's needs and cultural values.

Lu is a domestic violence consultant and trainer. She is currently writing a book that documents Latinas' experiences with gender-based violence. She is a board member of the National Coalition Against Domestic Violence. She is also a co-founder of *Women for Economic Justice* (WEJ), a collective of community activists, advocates and academics that seek to address economic justice issues.

Competencies

A-1-X: Can analyze works of arts (broadly defined) that relate to Latinas and Latin American women's issues of violence, abuse, and oppression while understanding the cultural and personal context.

1. Student chooses one or more works of art and relates them to Latinas/Latin American women's experience with violence, abuse and oppression.
2. Can identify one or more artistic or literary works and evaluate its expression of resistance to violence, abuse and oppression from a Latina/Latin American women's perspective.
3. Can explain the function of traditional folk art and its role in perpetuating **or** disapproving violence, abuse, and oppression towards Latinas and Latin American women.

Students demonstrate this competence by analyzing and understanding the effectiveness of art as a tool of resistance **or** as an instrument to support violence, abuse and oppression towards Latinas/Latin American women. Students will choose one or more works of art that relates to these women's experience and question its effectiveness in creating change and stopping the violent oppressive behavior.

H-1-X: Can understand the issues of violence, abuse and oppression experienced by Latinas and Latin American women from a cultural perspective and can analyze it from the cultural context from which these actions are being practiced.

1. Can explain and understand the Latino and/or Latin American cultural beliefs around oppression, violence and abuse against women.
2. Can critically look at the Latino and/or Latin American culture and explain its views on oppression, abuse, and violence against women.
3. Can explain and understand how oppression, violence and abuse against women are **or** are not being addressed within the Latino and/or Latin American culture.

For this competence students will examine the Latino and/or Latin American culture and their views of oppression and violence against women. Students will look at different forms of oppression and violence practiced against Latinas and

Latin American women. Students will have an understanding of the cultural context from which the actions is being practiced. Students will look at customs, religions, and traditions from within the Latino and Latin American culture and analyze what role they play in oppression and violence against women.

H-4: Can analyze power relations among racial, social, cultural, or economic groups in the United States.

1. Describes the unequal power relation between at least two racial, social, cultural, or economic groups in the U.S.
2. Discusses the historical, sociological, or economic dynamics under which these groups came to be in conflict.

Students demonstrate this competence by analyzing the historical, sociological or economic dynamics that lead to inequalities in power among groups in the United States. To the extent possible, we hope that students will relate this to their experiences as well as their responsibilities as a citizen. In many ways this competence is about democracy in action; for example, how groups have negotiated and attained power and voice in a complex and diverse society. Since, however, inequalities persist in this country, it is important to understand the ways in which some groups have been systematically denied economic, social, and political justice.

Students will analyze the forms of discrimination and oppression Latinas and Latina American women have experienced by the U.S. here and abroad. Students will be introduced to the various ways these women have navigated through such treatment and have achieved the ability to move forward.

A-3-C: Can examine a social issue from an ethical perspective.

1. Identifies and describes a social issue or situation.
2. Identifies an ethical perspective relevant to the issue or situation.
3. Uses that perspective to raise or explore questions about this issue or situation.

Students demonstrate this competence by using an ethical perspective to analyze a social issue. They may create their own ethical perspective, but should always engage the ideas of one or more significant ethicists. The issues or situations that students address in this competence should affect large groups of people. Students should explore the implications of this analysis for their own experience.

Students will examine situations that could, by some, be interpreted as forms of discrimination, racism and violence, while others might argue otherwise. Students will be encouraged to look as such situations from an ethical perspective and draw from their own personal experiences.

Outcomes

1. Students will learn about Latin American culture and its rich history.
2. Students will be able to define what is oppression and violence against women and recognize common types of oppression and violence experienced by Latinas and Latin American women.
3. Students will have a better understanding how factors such as culture, religion, land occupation, politics and/or war can contribute to oppression, violence and abuse against women.
4. Students will learn about the ways Latinas and Latin American women have resisted oppression, abuse and violence.
5. Students will become familiar with Latina and Latin American women writers, activists, journalists, and artists who are agents of change and resisters of oppression and violence.
6. Students will discover how art can be used to address social issues.
7. Students will understand the similarities and differences of resistance among Latinas and non-Latinas.
8. Students will discover ways that local activists are resisting discrimination, violence, and oppression and making a difference in the Latino community.

Learning Experience

- **Learning Strategies:** lecture, small group discussions, class discussions, field trip (*TBD by the first week of class*), guest speakers, video and film presentations, research projects, art presentations, creative activities, journaling, and Blackboard.
- **Required readings:** Davis, Darien J. *“Slavery and Beyond: The African Impact on Latin America and the Caribbean,”* Fisher, Jo. *“Out of the Shadows,”* Tompkins, Cynthia Margarita, and Foster, David William, eds. *“Notable Twentieth-century Latin American Women: A Biographical Dictionary,”* Nieman, Yolanda Flores, Armitage, Susan H., Hart, Patricia, and Weathermon, Karen, eds. *“Chicana Leadership,”* and Tapscott, Stephan, ed. *“ Twentieth-century Latin American Poetry: A Bilingual Anthology “* (**all assigned readings will be accessible via Blackboard**)
- **Attendance:** Attendance and participation is very important! Everyone’s learning experience will be enriched when every student participates and is present. Missing more than two classes will not allow you to meet the requirements for a passing grade.
- **Competence: A-1-X:** *Can analyze works of arts (broadly defined) that relate to Latinas and Latin American women’s issues of violence, discrimination, and oppression while understanding the cultural and personal context.* Presentations, field trip (TBD), discussions research project of Latina artists will help students doing an **A1X** have a better understanding of the cultural and personal context of the artist’s work(s).
- **Competence: H-1-X:** *Can understand the issues of violence, abuse and oppression experienced by Latinas and Latin American women from a*

cultural perspective and can analyze it from the cultural context from which these actions are being practiced. Presentations, guest speakers, discussions, readings and films will give students doing a **H1X** an understanding of the cultural context from which actions of abuse are practiced.

- **Competence: H-4:** *Can analyze power relations among racial, social, cultural, or economic groups in the United States.* Presentations, field trip (TBD), readings, discussions, journaling, creative activities, guest speakers, and films will aide students doing a **H4** evaluate the forms of discrimination and oppression Latinas and Latina American women have experienced by the U.S., here and abroad.
- **Competence: A-3-C:** *Can examine a social issue from an ethical perspective.* Presentations, lectures, journaling, and films will assist students doing an **A3C** examine certain social problems from an ethical perspective.

Evidence the students will submit:

-**All students** must hand in journal responses that will help document their understanding of the course as it relates to their competence(s), class readings, and questions posted by the instructor, class discussions, videos, and/or guests' presentations.

-**All students** will be placed in small assigned groups. Students are expected to work collaboratively with their group in, reviewing, discussing and analyzing assigned readings.

All students are expected to work collaboratively with their group on small class projects.

-**All students** are expected to participate in class and group and discussions, in-class assignments, journal assignments, and completion of reading assignments.

-**All students** are required do a 10-minute class presentation on resistance. Students will address their competence(s) during this presentation. (*Details on how to fulfill this requirement will be discussed in class and covered in handouts, which will be made available the first day of class*).

-**All students** are required to write a 5-6 page final paper addressing their competence(s) and how it relates to their final presentation and the course. (*Details on how to fulfill this requirement will be discussed in class and covered in handouts, which will be made available the first day of class*).

-**All students** are required to write a 3-4 page reflective paper describing the techniques and creative process used to assist them with their final project and their understanding of the course. (*Details on how to fulfill this requirement will be*

discussed in class and covered in handouts, which will be made available the first day of class).

-Please make sure you cite your references. Plagiarism will not be tolerated. All students are expected to uphold the University's guidelines on academic integrity. Please refer to your Student Handbook for more information (see policy in addenda below).

-Students must inform instructor by the second week of class if they intend to take the course for a Pass/Fail or a letter grade. Once students commit to taking a course for a Pass/Fail, they cannot switch back to a letter grade.

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgment." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Criteria for Assessment

20% Attendance

15% Class Participation (includes group discussions, in class assignments, etc.)

15% Journal Responses

25% Final Presentation

25% Final Paper

Grading practices and/or policies

Written Work Will be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Students are expected to complete ALL assignments by the assigned date. It is critical that students attend every class, complete assigned readings on schedule, and submit written work when due. Late assignments will only be accepted within a week after the due date. However, late assignments will only receive half the credit. Arrangements for make up work may be negotiated with the instructor but only under very significant extenuating circumstances.

Class Schedule

Each week the class agenda will be posted on Blackboard with a detailed description of the reading(s) and writing assignment(s).

Week One 01/07/10

- I. Introductions
- II. Course review
- III. What do we know about Latinas/Latin American women?

LATIN AMERICA

- I. Latin America-101
- II. Definitions
- III. Location
- IV. Colonialism
- V. African influence

Week Two 01/14/10

LATIN AMERICA (cont.)

Latin American Culture

- I. Languages
- II. Religions
- III. Dance and Music
- IV. Festival and holidays

Mexico

- I. History
- II. Politics
- III. Economic situation
- IV. Activists, past and current

Week Three 01/21/10

LATIN AMERICA (cont.)

Argentina

- I. History
- II. Political oppression
- III. Mothers as resisters
- IV. *“Las Madres de la Plaza de Mayo/The Mothers of the Plaza de Mayo”*

Nicaragua

- I. War
- II. Politics
- III. The U.S.A.
- IV. Las Sandanistas
- V. Poetry as a form of resistance

Week Four 01/28/10

LATIN AMERICAN WOMEN

- I. Status
- II. Political power
- III. Economic status
- IV. Motherhood
- V. Religion
- VI. Marianismo
- VII. Sexuality

LATINAS

Understanding the terms & their meanings

Latinas in U.S. history

Week Five 02/04/10

LATINAS

Stereotypes

- I. Latinas in Film

A positive look at Latinas

- I. *“Women of Hope”*

Traditional and nontraditional forms of activism

- I. *“Salt of the Earth”*

Week Six 02/11/10

LATINAS

Puerto Rico

- I. History
- II. Julia de Burgos
- III. *“La Operacion”*

Week Seven 02/18/10

RESISTANCE THROUGH THE ARTS

Music

Visual arts

Non-Latina Resisters

- I. Similarities
- II. Differences
- III. Cultures

Week Eight 02/25/10

RESISTANCE THROUGH THE ARTS (cont.)

- I. Literature
- II. Theater

Week Nine 03/04/10

UNA CELEBRACION/A CELEBRATION

- I. Panel of local activists
- II. Celebrating resisting violence

Week Ten 03/11/10

Class presentations

Week Eleven 03/18/10

Class presentations

All final papers are due by 10 pm (CDT)!

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

Protection of Human Research Participants

[For courses with a student research component only.] This course may involve research activities intended solely for classroom learning outcomes. Collecting data from human beings for such activities do not require institutional review if there is no intent to generalize, publish, or otherwise disseminate the findings. However, students must still

abide by federally mandated guidelines for the protection of human beings who may be the sources of such data. These include, but are not limited to, keeping persons' identifiable characteristics confidential and taking care to minimize or entirely remove the possibility of mental, social, financial, or physical harm. If findings from your research activities may be disseminated beyond classroom discussion, your activities carry risk of harm to the participants, or the identities of the participants are ascertainable, students must obtain approval from the SNL Local Review Board and DePaul Institutional Review Board. Please consult with the course instructor and visit the website of the Office of Research Protections at DePaul University (<http://research.depaul.edu>) for additional information and guidance.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussions will remain confidential.

To ensure that you receive the most appropriate accommodation based on your needs, contact the instructor as early as possible in the quarter, preferably within the first week of class, and make sure you have contacted:

- PLuS Program (for LD, AD/HD) at 773-325-4239 in the Schmidt Academic Center, room 220 or;
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290, DePaul University Student Center, room 307.

Chronic Illness Initiative

The Chronic Illness Initiative (CII) provides access to higher education for students disabled by chronic illnesses that unpredictably increase and decrease in severity such as chronic fatigue syndrome, rheumatoid arthritis, lupus or illnesses requiring frequent hospitalizations. At SNL, staff and faculty are compassionate and committed to helping CII students achieve their educational goals. Contact CII at CII@depaul.edu.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/~writing/html/fac/supplements.html>]