

Spring 2023  
Feminist Latinx Writing Syllabus  
AML 4685 Section 1TH2

Matherly 0113  
Time: MWF 9 (4:05-4:55 pm)  
Professor: Tace Hedrick  
Office: TUR 4326  
Office Hours: F 1:00-2:45 pm

**Attention! Important Note:**

I often notify the class about a change in the syllabus or an assignment through Canvas Announcements. For you as students to get notifications right away from Canvas, go to Canvas-Account-Notifications-Announcements and set it to “Notify Immediately.”

**Course Description:**

Since at least the Latinx/Chicanx Civil Rights movements of the late 1960s and 70s, United States Latinas and Chicanas have been writing both feminist literature and non-fiction in order to explore feminist visions that address their own particular stances and situated knowledges. We will be reading those novels and non-fiction, at least one play, and poetry that show the ways Latinx feminist vision both resists white supremacist capitalist patriarchy as well as envisions better worlds—critical utopias. Reading quizzes, discussion notes, and 3 take-home exams constitute your grades.

**Required Texts:**

Lorna Dee Cervantes *Emplumada* 1981  
Cherrie Moraga *Loving in the War Years* 1983  
Cherrie Moraga *The Hungry Woman: A Mexican Medea* and *Heart of the Earth* 1995  
Michele Serros *How to be a Chicana Role Model* 2000  
Denise Chávez *Loving Pedro Infante* 2001  
Achy Obejas *Days of Awe* 2001  
Jeanine Capó Crucet *How to Leave Hialeah* 2009

- **Biweekly quizzes:** We’ll be reading one book, play, or collection of poems every two weeks. At the end of the two weeks there will be a brief reading quiz (five easy questions). Every reading quiz will cover the whole book. You will have had to do all of the reading in order to do well on the quiz. If you miss a quiz, you won’t be able to make it up; however, the lowest score on your quizzes will be dropped. Quizzes are worth 25 percent of your final score.

**Number of Possible Points per Quiz: 5 (A)**

- **Discussion notes.** Every “Discussion Notes” day (unless otherwise noted) have your discussion points already uploaded on Canvas in Assignments (Discussion Notes) by 2:00 pm, an hour before class. Having your discussion notes up on Canvas will get you an automatic 5 points. If you don’t have them uploaded—or you have less than a

paragraph uploaded—by the due date and time, you will get 0 points. Make sure you can get access to them for class.

These notes should be **no longer than a couple of paragraphs and are required to be no shorter than one paragraph**. They can be discussion questions or, more importantly, points you want to make about themes, motifs, politics, or otherwise. Each question or point should be **illustrated** by choosing an image, or two or three sentences, that you think are important to one or more overarching idea or concept in the work you are discussing. These are worth 25 percent of your final score.

**Automatic number of points per uploaded discussion note: 5 (A)**

- **Discussion.** “Discussion” means first and foremost addressing your question or point on your cards to the class. The class must first try to answer or discuss each question and/or point with each other.
- **Take-Home Exams:** There will be three take-home essay exams, each over a weekend, where I will provide a number of prompts, from which you choose one. The essay exam should be at least five good, solid paragraphs, at least three-five sentences each, and contain **many quotes** in order to illuminate your argument. It should be written in 12 pt. Times Roman font, double space, no quadruple spaces between paragraphs. Don’t put anything except your name and the number of the prompt at the top of your exam.
- Unless you ask me specifically to make more comments, I will put a minimum of comments on these exams, mostly explaining the grade I’ve given. These exams are worth 50 percent of your final score.

**Number of Possible Points per Exam: 12 (A)**

### Schedule:

#### January

#### Week One

<b>M</b>	<b>9</b>	Introduction to Course: Terminology
<b>W</b>	<b>11</b>	Terminology, Ideas
<b>F</b>	<b>13</b>	Imagery: Chicana Civil Rights Movement and Feminism

#### Week Two

<b>M</b>	<b>16</b>	<b>Holiday MLK Day</b>
<b>W</b>	<b>18</b>	<i>The Hungry Woman</i> Foreword, Act One <b>Discussion Notes #1</b>
<b>F</b>	<b>20</b>	Act Two

#### Week Three

<b>M</b>	<b>23</b>	<i>Heart of the Earth</i> Afterword, “Homecoming: The Politics of Myth and Location in Cherrie Moraga...” <b>Discussion Notes #2</b>
<b>W</b>	<b>25</b>	<i>Heart of the Earth</i> pp. 104-128
<b>F</b>	<b>27</b>	pp. 128-154 “Reclaiming Aztlán: The Visual Rhetoric of PreColumbian Imagery”

in Chicano Murals” **Course Reserves**  
*Heart of the Earth* **Reading Quiz #1**

**Week Four**

**M 30** *Emplumada* Part 1 **Discussion Notes #3**

**February**

**W 1** Discussion

**F 3** Part 2

**Week Five**

**M 6** Discussion

**W 8** Part 3

**F 10** *Emplumada* **Reading Quiz #2**  
**Take-Home Exam #1 Prompts**

**Week Six**

**M 13** *Loving in the War Years* pp. iii-51 **Discussion Notes #4**

**Take-Home Exam #1 Due**

**W 15** “Cherríe Moraga, *Loving in the War Years...*” **Course Reserves**

**F 17** pp. 52-142

**Week Seven**

**M 20** Discussion

**W 22** pp. 143-213

**F 24** *Loving* **Reading Quiz #3**

**Week Eight**

**M 27** *How to be a Chicana Role Model* pp. 2-67 **Discussion Notes #5**

“How to Redesign the Chicana Image: Serros’s *How to Be a Chicana Role Model*,  
the Internet and Popular Culture” **Course Reserves**

**March**

**W 1** Discussion

**F 3** **No Class** pp. 69-137

**Week Nine**

**M 6** **No Class**

**W 8** **No Class** pp. 139-222

**F 10** **No Class** *How to be a Chicana Role Model* **Reading Quiz #4**  
**Take-Home Exam #2 Prompts**

**Week Ten**

**M 13** **Spring Break**

**W 15** **Spring Break**

**F 17 Spring Break**

**Week Eleven**

**M 20** *Loving Pedro Infante* Chapter 1-Chapter 9 **Discussion Notes #6**  
**Take-Home Exam #2 Due**  
**W 22** “Comadres: Female Friendships in Denise Chávez’ *Loving Pedro Infante*”  
**F 24** Chapter 10-20

**Week Twelve**

**M 27** Discussion  
**W 29** Chapter 21-End  
**F 31** *Loving Pedro Infante* **Reading Quiz #5**

**April**

**Week Thirteen**

**M 3** *Days of Awe* pp. 1-115 **Discussion Notes #7**  
“Next Year in the Diaspora: The Uneasy Articulation of Transcultural  
Positionality in Achy Obejas’s *Days of Awe*” **Course Reserves**  
**W 5** Discussion  
**F 7** pp. 116-258

**Week Fourteen**

**M 10** Discussion  
**W 12** pp. 259-357  
**F 14** *Days of Awe* **Reading Quiz #6**

**Week Fifteen**

**M 17** *How to Leave Hialeah* “Resurrection” and “El Destino Hauling” **Discussion**  
**Notes #8**  
**W 19** Discussion  
**F 21** “Noche Buena”; “Men Who Punched Me in the Face”  
**Take-Home Exam #3 Prompts**

**Week Sixteen**

**M 24** “How to Leave Hialeah”  
**Take-Home Exam #3 Due**  
**W 26** *How to Leave* **Reading Quiz #7**

**CLASS POLICIES**

**Students with disabilities:** Please consult with me as soon as possible so that I can make appropriate accommodation for you.

**Electronics in the Classroom:** Please turn off all Bluetooth and handheld devices, and cell phones.

**Class Deportment:** You are now adults and must be expected to behave as such. However, to remind everyone:

- If you are more than 15 minutes late, do not come to class. Coming in this late is disruptive.
- If you are too tired or sick to pay attention in class, please do not come.
- Do not read other material in class—such as anything on your phone.
- If you cannot come prepared for class discussion, please do not come.

**Absences:** I allow three unexcused absences. **Each *unexcused* absence** after the first 3 will result in.

**Late Papers:** Late exams will not be accepted unless you have a legitimate (for example, doctor's) excuse.

**Special Needs Accommodations:** If you need academic accommodations for special needs, you must first contact the Disability Resource Center at 392-8565 ([accessuf@dso.ufl.edu](mailto:accessuf@dso.ufl.edu); 0001 Building 0020 [Reid Hall]) to verify the disability and to establish eligibility for accommodations. You should schedule an appointment with me within the first two weeks of the semester to make appropriate arrangements.

**Course Evaluations:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **In-Class Recordings:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.

Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040.

### **Campus Resources:**

#### **Health and Wellness**

U Matter, We Care:

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

*Sexual Assault Recovery Services (SARS)*  
Student Health Care Center, 392-1161.

*University Police Department*, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>  
Academic Resources

#### **Academic Resources**

*E-learning technical support*, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

*Career Resource Center*, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

*Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center*, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

*Writing Studio*, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

*Student Complaints Campus*: [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)  
*On-Line Students Complaints*: <http://www.distance.ufl.edu/student-complaint-process>

**Grading Rubric:**

**A**= excellent; unusually outstanding; good writing (**one or less writing errors per page**) and **original thinking**: that is, thinking critically beyond what you have read and discussed in class. You use reading and class discussion, as well as other sources if needed, to back up your ideas so that you are not just giving an opinion but an informed argument. You think of yourself as a writer interested in her ideas and interested in sharing them.

**B**= above average; only a few (**on average, two or so per page**) writing errors, a standard (not original) argument for the subject, though you should work harder on contributing your own ideas about the subject.

**C**= average based on general class performance; several writing errors (**on average, 3-4 per page**); you understand the subject but you tend to repeat and/or merely summarize what has already been said in the readings or in class discussion.

**D**= below average; you don't understand the subject and/or you have enough writing errors that your argument cannot be followed.

**F**= incomplete or failing to meet the requirements of the assignment