TEXAS A&M UNIVERSITY - CORPUS CHRISTI

MXAS Topics #4390.001 – Spotlight on Chicana Playwrights

Online course SSII 2020

Professor: …………………………………….  Dr. Godsey
Office Location ……………………………… CE 214 - D
Office Hours ………………………………. By Appointment
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Tatum, Charles M. Encyclopedia of Latino Culture: From Calaveras to Quinceañeras. , 2014. See Godsey Teatro Chicano, Latina Theater............................................................................................................................................ 2
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Texts:
Required:

**Recommended Texts:**


**Course Description:**
The course will familiarize students with Chicana playwrights and plays representative of the Chicana feminist and queer thought. A historical framework will be emphasized to establish distinctive periods of Chicana Theater from 1980s to the present, as well as an appreciation for socio-political circumstances under which these play texts were inspired and created. Moreover, the class will explore the construction and representation of race, class, gender, and sexuality, and their relationship to identity constructs of the plays through literary analysis and theory. Most of the plays use some Spanish words and phrases; while Spanish is NOT required for the course, a handy Spanish dictionary may be useful.

**Student Learning Outcomes:**
Students will demonstrate the ability to:
- Dialogue and inform through insightful contributions about identity constructs and feminist literary theory on instructor-guided discussion boards.
- Extend their understanding of texts and correlate peer discussions through personal reflections in response writing assignments.
- Demonstrate academic writing skills through analysis and research about covered plays on essay exams.
- Exhibit an analytical understanding of Chicana play texts through a feminist, historical, political, and cultural lens in a video recording.

**Course Policies:**
All work must be turned in on time. **No late assignments will be accepted** unless arrangements have been made with me before the due date. Response papers and essay exams will be submitted through **TurnItIn.**

**Course Evaluation System:**
- 3 Contributions in discussion boards 15 pts.
- 2 Essay Exams 50 pts.
- 2 Response papers 20 pts.
- 1 Video Recording 15 pts.

Total 100 pts.

90 – 100 = A      80 – 89 = B      70 -79 = C       60 -69 = D      59 & below = F

All written work must be submitted to a TurnItIn link on Blackboard by 3:00 p.m. on due date. Please note policy on late work.

**Participation on Discussion Boards:**
Each student will make substantive 100-150 -word count contributions to discussion boards by responding to specific prompts. PROMPTS are developed from lecture videos on readings or videos. They are included in the weekly modules. You may expound on the topic by supporting or commenting on another student’s entry. Therefore, all students are required to have prepared appropriately for said discussions of reading or videos beforehand. **Students should adhere to the Student Code of Conduct as described by the University Student Handbook at all times to insure an amicable and respectful attitude towards their instructor, and fellow students.**

**Essays Exams:**
In exams you will answer questions pertaining to the play-texts in essay form where you will analyze themes critically and make appropriate connections to discussions and conclusions resulting from course video lectures, discussion boards, and your own research. The plays covered in each exam will be as per syllabus. In preparation for exam it is necessary that you stay current with the readings, participate in class discussions boards and take detailed notes. Exam questions will be available on Sunday before week #3 and #5.
Response Papers:
During the semester you will write two 500-word response papers to play texts. For this assignment you will reflect on your own reaction to assigned readings. Literary analysis and applicable social, historical and cultural aspects should be addressed. Discussion ideas must be expounded upon rather than just restated.

Video Recording:
For this assignment you will submit to professor through Blackboard a 10-15-minute recording where you present an analysis of a play-text read (not viewed) this semester. Additionally, you are to include some background information on the playwright, their political and/or social concerns and how this information plays a role in their theater expression. You are expected to research your selected subject matter or theme in-depth. Please refer to instructor if you need guidance with this assignment.

Summer II 2020
Academic Calendar-Updated

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<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>July 4</td>
<td>Independence Day Holiday</td>
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<tr>
<td>July 6</td>
<td>Classes begin</td>
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<tr>
<td>July 7</td>
<td>Last day to register or add a class</td>
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<td>July 27</td>
<td>Last day to drop a class</td>
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<td>August 5</td>
<td>Last day to withdraw from the University</td>
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<td>August 7</td>
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<td>Summer Session II final examinations</td>
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<td>August 8</td>
<td>Summer Commencement</td>
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<td>August 11</td>
<td>All Summer grades due</td>
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Disabilities Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Grade Appeals: As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student
Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class:** I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Academic Honesty/Plagiarism**

**Definition:** *In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common knowledge) material without acknowledging its source.* Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.
Semester Schedule

Week #1
(July 6 – July 9)
Video Lecture Topics – Notes on Chicano Theatre beginnings
Luis Valdez – El teatro campesino
El Teatro de la Esperanza
YvonneYarbro-Bejarano, “Teatropoesía by Chicanas in the Bay Area: Tongues of Fire.”
Chicana Theory - Gloria Anzaldúa, chap. 5 Borderlands

Readings –
Chicana Theory - Cherrie Moraga, Native Country of the Heart

Discussion Board Topic 1 – (July 8)
Yarbro – Bejarano, Anzaldúa – Chicanas construct a literary voice

Response Paper #1 – (July 9)
Cherrie Moraga, Native Country of the Heart

Week # 2
(July 13 – 16)
Video Lecture Topics – Introduction to
Milcha Sánchez-Scott – Collection of Plays...

Readings –
Latina
Roosters

View Roosters

Discussion Board Topic 2 - (July 15)
Sánchez-Scott’s goals in constructing feminine roles

Response Paper #2 due - (July 16)
Milcha Sánchez-Scott – Collection of Plays...

Week # 3
(July 20 - 23)
Video Lecture Topics – Introduction to
Josefina López – Real Women Have Curves & Other Plays

View – Real Women Have Curves

Exam #1- (July 23)
Week # 4  Video Lecture Topics – Introduction to
(July 27 -30)  Cherríe Moraga – *Heroes and Saints & Other Plays*

Response Paper #3 due (July 29)
Cherrie Moraga – *Heroes and Saints & Other Plays*

Recorded Oral Presentations - due (July 30)

Week # 5  Video Lecture Topics – Introduction to
(Aug. 3 – 7)  Virginia Grise – *View - The Panza Monologues*

Discussion Board Topic 3 – (Aug. 6)
How do Josefina López and Virginia Grise address Latina bodies?

Exam #2 (Aug.7)