



## Department of Black and Latinx Studies Baruch College

Spring 2023 LTS 3012 – Section: CRA

Latinas: A Social and Cultural Survey

Thursdays 10:45-12:00

VC 10-170

Professor: Dr. Rebecca L. Salois

### Email

I will periodically check email Monday through Friday throughout the day until approximately 4:00pm. Please include your name and course number in your emails for reference. However, I prefer you reach me through the chat function on Teams.

### Office Hours

In person: Tuesdays 1:30-2:30pm, Thursdays 9:30-10:30am, 12:00-1:00pm

Via Zoom: by appointment

### Required Texts

The required texts will be selected and voted on as a class. I will provide suggestions with brief descriptions of each work for you to choose from. In addition to these chosen texts, I will provide additional required readings, videos, and podcast episodes on Teams. These titles will be reflected on the final version of the syllabus.

You may utilize print, digital, or audio versions of these texts where available. Additional required readings will be provided in the “Required Readings” channel in Teams. I will also add texts to the “Optional Readings” channel that may be of interest to you in your own research but will not be required to fulfill your class obligations.

### Required Technology

This class will be run on Microsoft Teams. All documentation will be located on Teams and all communication will take place through Teams. Teams is more interactive than Blackboard and allows you to communicate with one another as well as with me. I know this platform is new to many of us, so we’ll learn it together.

As a Baruch student, you have free access to the entire Microsoft Office Suite, including Teams. In order to download it to your device, please use the following instructions:

- Visit the Baruch homepage and select “Quick Links”
- Choose “Student Email” and log in with your CUNY first username/password
- You can then find **Teams** in the Apps by clicking on the nine-dot square to reveal all apps. Choose Teams and download.
- If you have not already been added, I will send you a link to join our specific course Team

Additionally, you will need access to Blackboard and possibly Zoom. The link to Zoom is located on Blackboard in the “Welcome Folder.”



## Class Description

This course addresses the social and economic condition of Latinas in the United States. We will discuss questions of gender and sexuality, language, politics, family relationships, labor relations, literary and artistic expression, and the construction of identities as they manifest themselves in the experiences of contemporary Latina women.

Through an exploration of literature by and about Latinas, students will explore the social, political, cultural, and economic histories of Latinas throughout the United States. They will explore Latina identities and develop an understanding of Latina experiences through class discussions and informal writing assignments. Additionally, students will engage in a variety of communication-intensive activities, both oral and written, designed to enhance their appreciation and awareness of the role of Latinas on the local and national levels.

## Learning Goals

- Using interdisciplinary methods to build and support arguments addressing issues concerning Latinas in the United States
- Assessing the role of US Latinas in both local and global contexts
- Engaging in issues of social and racial justice as they relate to US Latinas
- Analyzing knowledge production (written and visual literatures, economics, history, art, politics, etc.) of Latinas using multidisciplinary perspectives
- Critically evaluating and identifying reliable sources of research and information
- Communicating ideas and arguments in written, oral, and digital forms

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**Assistance:** If you are in any need of assistance beyond that which I can provide, please contact the following departments/individuals:

- **Student Resources:** This is a one-stop resource for students. It contains links and information that will connect you to assistance with tech needs (including computers), emergency funds, and guides for academic success as they study remotely.
  - <https://forward.baruch.cuny.edu/student-resources/>
- **Baruch Computer and Technology Center (BCTC):** For technology-based help including logging in to your Baruch account, Blackboard access, Baruch student email, assistive technology, CUNYFirst, and more.
  - <https://www.baruch.cuny.edu/bctc/>
  - [helpdesk@baruch.cuny.edu](mailto:helpdesk@baruch.cuny.edu)
  - 646-312-1010 (M-Th: 8am-8pm)
- **The Writing Center:** For online chat or written feedback on writing assignments. They can help with argument, thesis, organization, grammar, and more.
  - <https://writingcenter.baruch.cuny.edu/>
  - [writing.center@baruch.cuny.edu](mailto:writing.center@baruch.cuny.edu)
  - 646-312-4012 (M-Th: 10am-8pm)



- **Student Disability Services:** Baruch has a commitment to providing reasonable accommodations for students with disabilities. Students with disabilities who may need accommodation in order to fully participate in class should reach out as soon as possible.
  - <https://studentaffairs.baruch.cuny.edu/student-disability-services/>
  - [disability.services@baruch.cuny.edu](mailto:disability.services@baruch.cuny.edu)
  - [646 312-4590](tel:6463124590)
- **Baruch Counseling Center:** With the pandemic and social-political turmoil, students are experiencing increases in depression, anxiety, substance and alcohol use, grief and loss, family conflict, and more. The Counseling Center offers free and confidential services to help you deal with these challenging times.
  - <https://studentaffairs.baruch.cuny.edu/counseling/>

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### **Majoring and Minor in BLS/LTS/LACS**

The Department of Black and Latino Studies offers interdisciplinary and intersectional approaches to the study of the ideas, history, politics, literature, music, religions, cultures, economic and social contributions by people of African and Latin American descent. Our courses practice skills in critical thinking and analysis, advanced writing, communication, and research. They also engage digital literacies, collaboration, and project management—important workforce skills. The interdisciplinary structure of our courses also offers excellent preparation for graduate school as well as for careers in education, the law, business, public relations, marketing, journalism, the arts, and education.

BLS prepares students for their civic and professional lives beyond college; it is unique in its commitment to community development as well as to social and racial justice.

Have you considered declaring a [major or minor](#) in Black and Latino Studies? Graduates pursue careers and advanced degrees in law, education, politics, business, marketing, journalism, and the arts.

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### **Academic Integrity**

The Department of Black and Latino Studies fully supports Baruch College’s policy on Academic Honesty, which states, in part:

“Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the college’s educational mission and the students’ personal and intellectual growth. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise or devalue the academic process will be sanctioned.”



Academic sanctions in this class will range from an F on the assignment to an F in this course. A report of suspected academic dishonesty will be sent to the Office of the Dean of Students. Additional information and definitions can be found at

[http://www.baruch.cuny.edu/academic/academic\\_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html)

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### **Policies and Requirements**

This class is listed as a hybrid course. As such, we will meet in person every Thursday on campus. Exceptions may occur and class may take place online if circumstances change or things arise. This course will also include asynchronous components. This means that much of the work will be done at your own pace throughout the week. There are still deadlines for all assignments.

You are expected to complete all readings in the week they are assigned. There will also be occasional videos and podcasts you will be expected to engage with. This should happen before our Thursday class sessions. Be sure to give yourself enough time throughout the week to get your work done. Do not save it all until the last minute! You are expected to actively participate in class sessions as well as meet the deadlines for any assignments.

**Grading/Ungrading:** As a class we will determine how and how much work from this course will be graded. I will discuss the concept of ungrading within the first two weeks and a decision will be made as a class.

#### **Late Policy:**

- While I would like to be accommodating to students with varying needs, I must also take into consideration the ways in which students will engage with one another's work and my own personal workload for the semester. As a class we will discuss the best options that will allow for both flexibility and reduced stress.

**Course Participation/Class Discussion:** During our first course meetings (and as part of an online discussion) we will determine our expectations for our synchronous class sessions. We will build a list of expectations for you as individual students, us as a whole class, and me as the professor.

### **Grade Breakdown**

The final grade for this course will be determined as follows. Descriptions and details of each component follow. Please contact me with any questions or concerns you may have about any part of this grade breakdown.

|                  |
|------------------|
| Group Chat – XX% |
| XXXXXX – XX%     |
| XXXXXX – XX%     |
| XXXXXX – XX%     |

#### ***Group Chat***

Each week, I will post a discussion topic in your group channels. You will be required to respond directly to the questions posed and also respond to two comments by other students (you will do



this by @-ing them). I will tally the contributions you have made at the end of each week. It will be your responsibility to keep track of how many times you have engaged with the topic each week. Your initial post must be completed by Tuesdays at 11:59pm so that others have a chance to respond. Your replies to other students can be submitted up until 10:30am on Thursdays. Complete 10 of the 13 chats (+20 replies to others) for full credit.

XXXXXX

(Insert description)

XXXXXX

(Insert description)

XXXXXX

(Insert description)

*Final Exam Day*

On the day of the final exam, you will complete a detailed self-assessment for your overall work for the semester. This assessment will be taken into consideration for the calculation of your final grade.

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**Approximate Calendar (this *WILL* be updated and is subject to change as needed)**

Students should log into Microsoft Teams on a DAILY BASIS to keep up with assignments and check for updates and messages. Do not wait for the last day each week to complete your assignments. Assignments are due according to the descriptions on the previous page. You may always submit your work prior to the deadline. Details for each assignment will be provided on our LTS 3012 Teams page.

Weekly readings will likely vary in length. Please allow yourself sufficient time each week to complete them as well as time necessary for the assignments. Weeks run Friday-Thursday.

Some readings may address triggering topics. Please be prepared for this and speak to me with any concerns you might have.

<b>Dates/Topics</b>	<b>Readings/Videos/Podcasts</b>	<b>Assignments</b>
<u>Week 1</u> <u>1/26</u>	<i>American Like Me (Teams)</i> <ul style="list-style-type: none"> <li>Introduction, by America Ferrera, pp. xi-xxii</li> </ul>	<b><u>Group Chat:</u></b> Introductions
<u>Week 2</u> <u>2/2</u>	<i>Literary Theory: An Anthology (Teams)</i> <ul style="list-style-type: none"> <li>Borderlands/La Frontera, by Gloria Anzaldua, pp. 1017-1030</li> </ul>	<b><u>Group Chat:</u></b> Cultural Tyranny



<u>Week 3</u> <u>2/9</u>	<i>Latinas: Women's Voices from the Borderlands (Teams)</i> <ul style="list-style-type: none"><li>• Puertoricanness, by Aurora Levins Morales, pp. 69-72</li><li>• Only Daughter, by Sandra Cisneros, pp. 156-160</li><li>• Arte in America con Acento, by Cherrie Moraga, pp. 210-220</li></ul>	<b><u>Group Chat:</u></b> Invisibility
<u>Week 4</u> <u>2/16</u>		<b><u>Group Chat:</u></b>
<u>Week 5</u> <u>2/23</u>		<b><u>Group Chat:</u></b>
<u>Week 6</u> <u>3/2</u>		<b><u>Group Chat:</u></b>
<u>Week 7</u> <u>3/9</u>		<b><u>Group Chat:</u></b>
<u>Week 8</u> <u>3/16</u>		<b><u>Group Chat:</u></b>
<u>Week 9</u> <u>3/23</u>		<b><u>Group Chat:</u></b>
<u>Week 10</u> <u>3/30</u>		<b><u>Group Chat:</u></b>
<u>4/6 and 4/13</u>	<b><u>SPRING BREAK</u></b>	
<u>Week 11</u> <u>4/20</u>		<b><u>Group Chat:</u></b>
<u>Week 12</u> <u>4/27</u>		<b><u>Group Chat:</u></b>
<u>Week 13</u> <u>5/4</u>		<b><u>Group Chat:</u></b>
<u>Week 14</u> <u>5/11</u>		
<u>Week 15</u> <u>5/18</u>	End of Semester Self-Assessment during final exam period.	<b><u>Final Exam:</u></b> Thursday 5/18, 10:30am-12:30pm