**SOCI/CMAS/WOMS 3314.001. The Latina Experience**

Modified Syllabus: Fall 2014 \*Important Changes are Highlighted!

(The Instructor reserves the right to make changes to this syllabus in the best interest of the students.)

**Instructor:** M. Faye Hanson-Evans, M.A.

**Office Number and Hours:** UH 439 by appointment

**Email Address: mfaye@uta.edu**

**Faculty Profile:** [**https://www.uta.edu/profiles/mary-hanson-evans**](https://www.uta.edu/profiles/mary-hanson-evans)

**Time and Place of Class Meetings:** Blackboard[**https://elearn.uta.edu/**](https://elearn.uta.edu/)

**Description of Course Content:** This course examines the social, cultural, and economic experiences of women of Latin American origin in the United States, with particular emphasis on the experiences of Mexican-origin women.  Course materials draw substantially on scholarly and artistic works by Latinas exploring these themes; gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States, Latina feminist social theory, Latina social roles in the U.S. and abroad, Latina migration patterns from Mexico and other major Latin American sending countries to the United States, and the historical and contemporary experiences of Latinas in the United States with respect to family dynamics, religion, education, politics, health and illness, the labor market, mass media, and the arts.

**Student Learning Outcomes:** Upon completion of this modified course, students should be able to: (1) develop and refine a research topic, a research hypothesis, bibliography, conduct a literature review, propose future areas of research, and summarize the findings. Upon completion of this course you will learn and be able to discuss and how gender dynamics and ethnic identity characterize the life experiences of Latinas in the United States; (2) discuss and critique Latina feminist social theory; (3) summarize and discuss Latina social roles in the US and abroad, (4) summarize and explain Latina migration patterns from Mexico and other major Latin American sending countries to the United States, and (5) discuss the historical and contemporary experiences of Latinas in the United States with respect to family dynamics, religion, education, politics, health and illness, the labor market, mass media, and the arts

**Required Textbooks and Other Course Materials:** All readings will be made available in Mav Space and/or Blackboard.

**Descriptions of Major Assignments and Examinations:** This modified course no longer requires a midterm and final exam. Instead, portions of your research paper will be turned in as graded course components. These components will be turned in on Blackboard. Below are the modified deadlines and course components.

October 2nd - Paper Topic = no grade, just feedback!

October 16th - Annotated Bibliography = 25% of your course grade

October 30th - Preliminary Outline/Proposal = 20% of your course grade

November 13th - Draft 1 of your research paper = 25% of your course grade

December 4th - Final Draft of your Research Paper = 30% of your course grade

Assignment Guidelines and Rubrics will be posted in Blackboard well in advance of the due dates to assist you!

**Attendance:** This modified course will now take place largely online and will no longer have an attendance requirement. However, as guest lecturers are offered, you will be notified via email and through Blackboard announcements and you will be highly encouraged to attend them!

**Grading**: 90 - 100% = A 80 - 89% = B 70 - 79% = C 60 – 69%= D 59% or lower = F

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Expectations for Out-of-Class Study**: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials and completing assignments.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For undergraduate courses, see <http://catalog.uta.edu/academicregulations/grades/#undergraduatetext>.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Writing Center.** **:** The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Research Librarian to Contact:** John Dillard is the research librarian for sociology and is available to help you with your research needs. John Dillard can be reached by email @ dillard@uta.edu or by phone @ 817-272-7518.

**Research Tutorials: These will help you at each stage of your paper!**

For assistance in defining and refining your research topic;

<http://libraries.uta.edu/video/instruction/researchprocess/researchdecisiontree2.htm>

For assistance in determining appropriate sources;

<http://libraries.uta.edu/video/instruction/selecting-sources/sources.htm>

For assistance in finding academic journal articles and navigating data bases;

<http://libraries.uta.edu/video/instruction/whatpr/peerreview.htm>

Understanding plagiarism and its consequences;

<http://library.uta.edu/plagiarism/index.php>

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. For non-emergencies, contact the UTA PD at 817-272-3381.

**Research Resources: You will find the following resources quite helpful as you research and write your papers.**

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>.

**Course Reading Schedule (unchanged)**

**Tuesday, August 26:  Embarking on the Gender/Ethnic Studies Journey**

Course Readings:

1. McLemore, S. Dale,  Harriett D. Romo and Susan González Baker. “Mexican Americans: From Colonized Minority to Political Activists” pp. 187-220 in S. Dale McLemore, Harriett D. Romo and Susan González Baker (Eds.)  *Racial and Ethnic Relations in America: Sixth Edition.* Boston: Allyn and Bacon. 2001.

2.  Neumaier, Diane. “Judy Baca: Our People are Internal Exiles (from an interview with Chicana muralist Judy Baca,” pp. 256-270 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.

3.  Calafell, Bernadette Marie “Mocking Mexicans for Profit,” *Latino Studies.*Vol. 4. 2006. pp. 162-165.

4.  Ruiz, Vicki L.  “Introduction” pp. xiii-xvii in *From Out of the Shadows: Mexican Women in Twentieth-Century America.*New York: Oxford University Press. 1998.

5.  Anzaldua, Gloria. “Haciendo Caras: Una Entrada” pp. xv-xxviii in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.

**Thursday, August 28:  Latinas and the U.S. Women’s Movement?**

1. Pesquera, Beatriz and Denise Segura.  “With Quill and Torch: A Chicana Perspective on the American Women’s Movement and Feminist Theories,” pp. 231-247 in David R. Maciel and Isidro D. Ortiz (Eds.) *Chicanas/Chicanos at the Crossroads:  Social, Economic and Political Change.* Tucson: University of Arizona Press.  1996.

1. Cervantes, Lorna Dee.  “Poem for the Young White Man Who Asked Me How I, An Intelligent, Well-Read Person, Coult Believe in the War Between the Races”  Pp. 4-5 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.
2. Mora, Pat. “Elena” p. 193 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.
3. hooks, bell. “Talking Back,” pp. 207-211 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.

5.  Blea, Irene I.  “Social Stratification by Race, Class and Gender” pp. 29-45 in *Toward a Chicano Social Science*. New York: Praeger. 1988.

**Tuesday, September 2:  Latino Masculinities**

1.  Gutmann, Matthew  “Machismo”  pp. 221-242  in *The Meanings of Macho : Being a Man in Mexico City*.  Berkeley: University of California Press. 1996.

2.  Torres, Jose B., V. Scott H. Solberg and Aaron H. Carlstrom. “The Myth of Sameness Among Latino Men and their Machismo.”  *Journal of Orthopsychiatry*. Vol. 72, No. 2. pp. 163-181, 2002

3.  Rodriguez, Gregory. “Boxing and Masculinity: The History and (Her)story of Oscar de la Hoya,” pp. 252-268 in Michelle Habell-Pallán and Mary Romero (Eds.) *Latino/a Popular Culture*. New York: New York University Press. 2002.

4.  de la Mora, Sergio. “Midnight Virgin: Melodramas of Prostitution in Literature and Film” pp. 21-67 in *Cinemachismo: Masculinities and Sexuality in Mexican Film*.  Austin: University of Texas Press. 2006.

5.  Castillo, Ana. “Ancient Roots of Machismo” *Massacre of the Dreamers: Essays on Xicanisma.* New York: Plume. Pp.

**Thursday, September 4:  Latina Gender Roles at Origin and Destination--Histories**

1.  Rebolledo, Tey Diana and Eliana S. Rivero.  “Introduction” in *Infinite Divisions:  An Anthology of Chicana Literature*. Tucson: University of Arizona Press. 1993.

2.  Rebolledo, Tey Diana and Eliana S. Rivero. “Foremothers” in *Infinite Divisions: An Anthology of Chicana Literature.*Tucson: University of Arizona Press. 1993.

**Tuesday, September 9:  Histories continued**

1. Ruiz, Vicki L. “Border Journeys” pp. 3-32 in *From Out of the Shadows: Mexican Women in Twentieth-Century America.*New York: Oxford University Press. 1998.

**Thursday, September 11: Histories continued**

1.  Ruiz, Vicki L.  “Confronting ‘America’ pp. 33-50 in *From Out of the Shadows: Mexican Women in Twentieth-Century America.*New York: Oxford University Press. 1998.

**Tuesday, September 16: Histories, continued**

1.  Ruiz, “Confronting ‘America’” – continued

**Thursday, September 18 and Tuesday, September 23:  Latina Migration and Adaptation to the United States**

1.  Ruiz, Vicki L.  “Star Struck: Acculturation, Adolescence and the Mexican American Woman, 1920-1950”  pp. 109-129 in Adela de la Torre and Beatriz M. Pesquera (Eds.) *Building With Our Hands: New Directions in Chicana Studies*.  Berkeley: University of California Press. 1993.

2. Fry, Richard.  *Gender and Migration*.  Report from the Pew Hispanic Center, July 5, 2006.  [www.pewhispanic.org](http://www.pewhispanic.org/)

3.  Baker, Susan González.  “Demographic Trends in the Chicana/o Population:  Policy Implications for the Twenty-First Century.” Pp. 5-24 in David R. Maciel and Isidro D. Ortiz (Eds.) *Chicanas/Chicanos at the Crossroads:  Social, Economic and Political Change.* Tucson: University of Arizona Press.  1996.

4. Pessar, Patricia R. “Anthropology and the Engendering of Migration Studies.” Pp. 75-98 in Nancy Foner (Ed.) *American Arrivals: Anthropology Engages the New Immigration*. Santa Fe: School of American Research Press. 2003.

**Thursday, September 25: Latinas and The Family:  Wife/Sexuality**

1.  Pesquera, Beatriz. “ ‘In the Beginning He Wouldn’t Lift a Spoon’: The Division of Household Labor.” in Adela de la Torre and Beatriz M. Pesquera (eds.) *Building With Our Hands: New Directions in Chicana Studies.*Berkeley: University of California Press. 1993.

2.  Hondagneu-Sotelo, Pierrette.  “Overcoming Patriarchal Constraints: The Reconstruction of Gender Relations Among Mexican Immigrant Men and Women.”  *Gender and Society.* Vol. 6, No. 3. pp. 393-415. 1992.

3.  Hernandez, Daisy. “Esos No Sirven,” in Robyn Moreno and Michelle Herrera Mulligan (eds.) *Border-Line Personalities: A New Generation of Latinas Dish on Sex, Sass, and Cultural Shifting*. New York: Harper Collins Publishers. Pp. 27-45.

4.  Marrero, Letisha. “Stumbling Toward Ecstasy,” Pp. 131-151 in Robyn Moreno and Michelle Herrera Mulligan (eds.) *Border-Line Personalities: A New Generation of Latinas Dish on Sex, Sass, and Cultural Shifting*. New York: Harper Collins Publishers.

**Tuesday, September 30: Latinas and the Family:  Motherhood**

1. Bejarano, Cynthia L. “Las Super Madres de Latino America: Transforming Motherhood by Challenging Violence in Mexico, Argentina and El Salvador.  *Frontiers: A Journal of Women Studies.* Vol. 23, No. 1. pp. 126-150. 2002.

2. Chavez, Leo R. “Latina Sexuality, Reproduction, and Fertility as Threats to the Nation” – Chapter 3 - The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Stanford University Press. 2008.

3. Chavez, Leo R. “Latina Fertility and Reproduction Reconsidered – Chapter 4 - The Latino Threat: Constructing Immigrants, Citizens, and the Nation. Stanford University Press. 2008.

4. Hondagneu-Sotelo, Pierrette.  “I’m Here but I’m There:  The Meanings of Latina Transnational Motherhood.” *Gender and Society.*Vol. 11, No. 5. 548-571. 1997.

**Thursday, October 2 and Tuesday, October 7:  Latinas and Religion**

1. Rebolledo, Tey Diana and Eliana S. Rivero. “Myths and Archetypes” in *Infinite Divisions: An Anthology of Chicana Literature.*Tucson: University of Arizona Press. 1993.

2. Chapters 1, 2, 4, and 7 from Jeannette Rodriguez book - Our Lady of Guadalupe: Faith and Empowerment among Mexican American Women. 1994.  Austin: University of Texas Press.

**Thursday, October 9 and Tuesday, October 14:  Latinas and the Educational System**

1. Gurian, Michael. “Learning and Gender” *American School Board Journal*. National School Boards Association. October. 2006.

2.  Valenzuela, Angela. “Checkin’ up on My Guy”: Chicanas, Social Capital, and the Culture of Romance.” *Frontiers: A Journal of Women Studies*. Vol. 20, No. 1. Pp 60-79. 1999.

3.  Vail, Kathleen.  “Is the Boy Crisis Real?” *American School Board Journal*. National School Boards Association. October. 2006.

4. Lopez, Mark Hugo. Latinos and Education: Explaining the Attainment Gap.  Report from Pew Hispanic Center, October 7. 2009.

**Thursday, October 16:  Latinas and Politics**

1.  Garcia, John A.  “The Chicano Movement: Its Legacy for Politics and Policy.” Pp. 83-107 in David R. Maciel and Isidro D. Ortiz (Eds.) *Chicanas/Chicanos at the Crossroads:  Social, Economic and Political Change.* Tucson: University of Arizona Press.  1996.

2.  Ruiz, Vicki.  “With Pickets, Baskets, and Ballots.”  Pp. 72-98 in *From Out of the Shadows: Mexican Women in Twentieth-Century America.*New York: Oxford University Press. 1998.

3.  Ruiz, Vicki.  “La Nueva Chicana: Women and the Movement.” Pp. 99-126 in *From Out of the Shadows: Mexican Women in Twentieth-Century America.*New York: Oxford University Press. 1998.

4. Anzaldua, Gloria, “La Conciencia de la mestiza: Towards a New Consciousness, pp. 377-389 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.

**Tuesday, October 21:  Latinas and the Health Care System**

1.  Martinez-Schallmoser, Lucy, Nancy J. MacMullen and Sharon Telleen.  “Social Support in Mexican American Childbearing Women.”  *Journal of Obstetric, Gynecologic, and Neonatal Nursing* Vol. 34: No. 6. p. 755. November 2005.

2.  National Cancer Institute. “Cancer in Mexican American Women.” Chapter in *Cancer in Women of Color*.  Report of the National Cancer Institute. [www.nci.org](http://www.nci.org/). 2003.

3.  Susan G. Komen Breast Cancer Foundation. “Hispanics/Latinas: Developing Effective Cancer Education Print Materials.” Dallas: Susan G. Komen Breast Cancer Foundation. 2005.

**Thursday, October 23:  Latinas and the Health Care System**

1. National Coalition of Hispanic Health and Human Services Organizations (COSSMHO). *The State of Hispanic Girls.*Report of the National Coalition of Hispanic Health and Human Services Organizations. 1999.

2.  Chavez, Leo. “Immigration and Medical Anthropology,” Pp. 197-227 in Nancy Foner (Ed.) *American Arrivals: Anthropology Engages the New Immigration*. Santa Fe: School of American Research Press. 2003.

3.  Hirsch, Jennifer S. “Anthropologists, Migrants and Health Research: Confronting Cultural Appropriateness,” Pp. 229-257 in Nancy Foner (Ed.) *American Arrivals: Anthropology Engages the New Immigration*. Santa Fe: School of American Research Press.

**Tuesday, October 28:  Latinas and the Labor Market**

1. Segura, Denise. 1996. “Chicana and Mexican Immigrant Women at Work: The Impact of Class, Race, and Gender on Occupational Mobility.” In Esther Ngan-Ling Chow et al. (eds.) *Race, Class, and Gender: Common Bonds, Different Voices*. Thousand Oaks: Sage.

2. Romero, Mary. 1997. “Life as the Maid’s Daughter: An Exploratory of the Everyday Boundaries of Race, Class, and Gender.”  in Mary Romero, Pierrette Hondagneu-Sotelo, and Vilma Ortiz (eds.) *Challenging Fronteras: Structuring Latina and Latino Lives in the U.S.*New York: Routledge.

3.  Corcoran, Mary, Colleen M. Heflin, and Belinda L. Reyes. 1999.  “The Economic Progress of Mexican and Puerto Rican Women” pp. 105-138 in Irene Browne (Ed.)*Latinas and African American Women at Work:  Race, Gender, and Economic Inequality.* New York: Russell Sage Foundation.

**Thursday, October 30:  Latinas and the Labor Market**

1.  Reskin, Barbara F. 1999. “Occupational Segregation by Race and Ethnicity among Women Workers.” Pp. 183-206 in  Irene Browne (Ed.) *Latinas and African American Women at Work:  Race, Gender, and Economic Inequality.* New York: Russell Sage Foundation.

2.  Baker, Susan Gonzalez. 1999. “Mexican-Origin Women in Southwestern Labor Markets.” Pp. 244-269 in Irene Browne (Ed.) *Latinas and African American Women at Work:  Race, Gender, and Economic Inequality.* New York: Russell Sage Foundation.

3.  Misra, Joya. 1999. “Latinas and African American Women in the Labor Market: Implications for Policy” pp. 408-432 in Irene Browne (Ed.) *Latinas and African American Women at Work:  Race, Gender, and Economic Inequality.* New York: Russell Sage Foundation.

**Tuesday, November 4: Latinas in the Labor Market**

1.  Millard, Ann V., Jorge Chapa and Eileen Diaz McConnell. “Not Racist Like our Parents: Anti-Latino Prejudice and Institutional Discrimination” pp. 102-124 in Ann V. Millard and Jorge Chapa (Eds.) *Apple Pie and Enchiladas: Latino Newcomers in the Rural Midwest*. Austin: University of Texas Press. 2004.

2.  Jefferds, Maríaelena D., and Ann V. Millard. “On the Line: Jobs in Food Processing and the Local Economy” pp. 125-148 in Ann V. Millard and Jorge Chapa (Eds.) *Apple Pie and Enchiladas: Latino Newcomers in the Rural Midwest*. Austin: University of Texas Press. 2004.

**Thursday, November 6:  Latinas and the Media**

1.  Espenshade, Thomas J. and Maryann Belanger.1998. “Immigration and Public Opinion” pp. 365-412 in Marcelo Suarez-Orozco (Ed.) *Crossings: Mexican Immigration in Interdisciplinary Perspectives*.  Cambridge, MA: Harvard University Press.

2.  Valdivia, Angharad N. 2004. “Latinas as Radical Hybrid: Transnationally gendered traces in mainstream media.”  *Global Media Journal.*Vol. 3, No. 4. Spring.

**Tuesday, November 11:  Latinas and the Media**

1.  Rojas, Viviana. 2004. “The Gender of Latinidad: Latinas Speak about Hispanic Television.”  *The Communication Review* Vol. 7. pp. 125-153.

2.  Shorris, Earl. 1992.  “Latinos for Sale.” Pp. 229-243 in *Latinos: A Biography of the People.*New York: WW Norton Press.

**Tuesday, November 18:  Latinas and the Arts**

1. Mora, Pat. “Legal Alien,” p. 376 in Gloria Anzaldua (Ed.)  *Making Face, Making Soul: Haciendo Caras – Creative and Critical Perspectives by Feminists of Color.*San Francisco: aunt lute books. 1990.

2.  Roman, David. “Latino Performance and Identity” 1997. *Atzlan: A Journal of Chicano Studies*. Vol. 22, No. 2. Pp. 151-167.

3. Limon, Jose. 1997. “Tex-Sex-Mex: American Identities, Lone Stars, and the Politics of Racialized Sexuality*.” American Literary History*.  Pp. 598-616.

4. Marti-Olivella, Jaume. “When the Latino Family Goes Hollywood.” 1997.  Paper prepared for the meetings of the Latin American Studies Association. Guadalajara, Mexico.