

Loyola University Chicago
CIEP 540 – Chicana Feminist Epistemology in Education Research
(The Inaugural Course)
July 6th - August 10th

Instructor:	Dra. Aurora Chang, Ph.D.
Contact Information:	achang2@luc.edu 312-339-4008
Office/Office Hours:	By appointment (phone, Skype, FaceTime, in-person)

Course Description

Chicana Feminist Epistemology in Education Research

This course examines Chicana Feminist Epistemology in education research. This course will draw from the existing work of Chicana feminists who question the notions of objectivity and a universal foundation of knowledge; ground research in the life experiences of Chicanas; and involve Chicana research participants in analyzing how their lives are being interpreted, documented, and reported. This course will provide a historical context for Chicana feminist thought and also introduce the concept of cultural intuition to name a complex process that acknowledges the unique viewpoints that many Chicana scholars bring to the research process. Students will develop and present a research project that focuses on Chicana feminist epistemology, the education of Chicanas, or a topic that incorporates the lens of Chicana feminist epistemology.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course will focus on two components of our conceptual framework:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

Course Objectives

Candidates will be able to demonstrate:

- an understanding of Chicana Feminist epistemology in the United States within educational contexts
- an understanding of the history of Chicana feminism
- how Chicana feminist epistemology applies to research practices
- how Chicana feminist epistemology challenges the notions of objectivity and a universal foundation of knowledge; grounds research in the life experiences of Chicanas; and involves Chicana research participants in analyzing how their lives are being interpreted, documented, and reported
- strong research practices, including writing, that address a specific issue directly related to Chicanas, schooling, teaching and learning

IDEA Objectives

1. Gaining basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Developing knowledge and understanding of diverse perspectives, global awareness or other cultures.

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to undocumented students.

Technology

Students will use technology to conduct research and access information from the course Blackboard site in order to complete assignments.

Texts and Resources

LiveText:

All students are required to have access to [LiveText](#).

Required Texts (Books):

Anzaldúa, G. (1987). *Borderlands: La Frontera, The New Mestiza*. San Francisco, CA:

Aunt Lute Books.

Pérez, E. (1999). *The Decolonial Imaginary: Writing Chicanas Into History*. Bloomington, IN: Indiana University Press.

Sandoval, C. (2000). *Methodology of the Oppressed*. Minneapolis, MN: University of Minnesota Press.

Required Texts (Articles/Chapters in Sakai):

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity, and Education*, 8(1), 69-91.

Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4), 1-26.

Chang, A. (2015). Privileged and Undocumented: Toward a borderland love ethic. *Association of Mexican American Educators*, 9(2), 6-17.

Delgado Bernal, D., Elenes, C. A., Godínez, F.E., Villenas, S. (2006). *Chicana/Latina Education in Everyday Life*. Albany, NY: State University of New York Press.

Chapters:

- Chicanas/Latinas Building Bridges: An Introduction
- Youth Bodies and Emerging Subjectivities
- 2. Haciendo que hacer: Braiding Cultural Knowledge into Educational Practices and Policies
- 4. Toward an Epistemology of a Brown Body
- 7. Learning and Living Pedagogies of the Home: The Mestiza Consciousness of Chicana Students
- 9. Pedagogical Moments in the Borderlands: Latina Mothers Teaching and Learning
- 15. Transformando Fronteras: Chicana Feminist Transformative Pedagogies

García, A. (1997). *Chicana Feminist Thought: The Basic Historical Writings*. New York, NY: Routledge.

Chapters:

- 1. New Voice of La Raza: Chicana Speak Out
- 8. Our Feminist Heritage
- 10. La Chicana: Legacy of Suffering and Denial
- 12. Chicana Feminism
- 21. La Feminista
- 23. The New Chicana and Machismo
- 24. Sexism and the Movimiento
- 33. The Chicana—Perspectives for Education
- 34. Women's Rights and the Mexican-American Woman
- 36. Chicana Conferences and Seminars
- 38. Resolutions from the Chicana Workshop

- 47. Party Platform on Chicanas, 1971
- 48. Party Platform on Chicanas, 1992
- 56. Looking for a Room of One's Own
- Section 4: Chicana Feminists and White Feminists: Unresolved Conflicts
- Section 5: Chicana Feminism: An Evolving Future
- Part Three: Chicana Feminists Speak: Voicing a New Consciousness

University Policies and Information

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here [on-line](#) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico).**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), D- (60 – 62%), F (59% and below).

Assignments and Evaluation

General Evaluation Criteria

- No late work will be accepted.
- All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information.
- Students are expected to follow the guidelines of the APA (6th edition) for citations and references. Papers that have three or more APA errors will not be graded.

Daily Requirements

- Check the announcements on Sakai every day. You are responsible for knowing the content of all announcements. This will be the primary communication mechanism in this course.
- Check your Loyola email account every day. You are responsible for promptly responding to all emails.
- Stay on top of and complete all the readings and come prepared to articulately discuss your point of view.

Assignments

Participation (20%) - This is a condensed summer course. Your participation as assessed by your contributions to a healthy class environment, substantive discussion and overall positive demeanor, is the centerpiece of this course. Each missed class, regardless of reason, will result in an overall grade reduction. Lateness is unacceptable. Two tardies equate to an absence.

Discussion Facilitation (50%) - Students will have the opportunity to lead a seminar. As you facilitate, you will need to pose questions, promote dialogue, and offer your analysis and critique of the reading(s). The major purpose of this assignment is to: (1) **Identify THE major argument that the reading is making and three major subthemes from the readings that support that argument.** This assignment will be assessed according to the quality of your argument, how successful you are in supporting this argument, the effectiveness of your discussion questions, your ability to promote dialogue among all students, your skill in keeping the class engaged throughout the given time, and the sophistication of your analysis and critique of the readings.

Final Paper/Project (Individual or Group) (30%) – Students will produce a final project that focuses on Chicana feminist epistemology, the education of Chicanas, or a topic that incorporates the lens of Chicana feminist epistemology that falls under one of these categories:

1. Research paper
2. Digital Film
3. Community Service Project
4. Other approved project

A project proposal (1500-2000 words) with the following minimum components will be due on Friday, September 18th by midnight.

- I. A section explaining the purpose and significance of the project
- II. A section that provides a rationale of how this project relates to the course content (Chicana feminist epistemology)
- III. A timeline of the completion of project from start to finish
- IV. An annotated bibliography of at least 10 potential scholarly references that you will use to support/inform your project

I must approve each project before you can move forward with it. This assignment will be assessed based on the assessment rubric that is developed by you and approved by the instructor. Submit an electronic copy of the proposal and the final paper/project to the Assignments folder in Sakai.

Date	Readings	Assignment(s) DUE	In-Class
Wednesday July 6 th	Yosso, Delgado-Bernal, Chang		Film: Chicano!
Monday July 11 th	Chicana Feminist Thought - Selections		Film: Chicano!
Wednesday, July 13 th	Independent Work Session – Work on Project Proposal		Finish Film: Chicano! (on your own)
Monday, July 18 th	Borderlands	Project Proposal Due	Film: A Better Life
Wednesday, July 20 th	Borderlands	Seminar Lead:	
Monday, July 25 th	Chicana/Latina Education in Everyday Life - Selections		Film: Quinceañera
Wednesday, July 27 th	Chicana/Latina Education in Everyday Life - Selections	Seminar Lead:	
Monday, August 1 st	Methodology of the Oppressed		Film: Bless Me Ultima
Wednesday, August 3 rd	Methodology of the Oppressed	Seminar Lead:	
Monday, August 8 th	The Decolonial Imaginary		
Wednesday, August 10 th	The Decolonial Imaginary	Seminar Lead: Final Project Due	Final Presentations