Chicana & Latina History, 1900-Present

This course offers an introduction to the history of Latinas in the United States in the 20th and 21st century in a seminar setting. We will look at the ways in which a variety of scholars and “organic intellectuals” have drawn upon the methods and practices of labor history, social history, and cultural history to examine the everyday lives of Latinas in the United States. Throughout the course, we will be examining relations of power by looking closely at how ideas about race, class, ethnicity, gender, and sexuality inform the stories we tell about Latina lives. Some of the questions we will address are: How do power relations inform the construction of historical memory? Why do particular stories become part of a national narrative? What strategies have Latinas drawn upon to tell their own stories? How do these narratives disrupt and challenge or counter dominant narratives about Latinas? In what ways does an interrogation of the politics of space (place, location, landscape, architecture, environment, home, neighborhood, city, region, and territory) help us to understand Latina lives? Finally, how can we draw on Latina histories to build communities of solidarity across differences of gender, race, ethnicity, sexuality, and class?

Course Requirements

1. **General**

   **Communication B.** The course will provide opportunities to practice the art of critical reading and thinking. It will introduce you to the use of appropriate style and disciplinary conventions in writing history. And it will introduce you to the practice of historical research and the craft of history.

   **Class Participation.** The success of the course depends upon your contribution to the creation of a community of scholars dedicated to cooperative learning. Thus, class participation includes: attending all class meetings, completing all reading and writing assignments in preparation for class discussions, viewing all films, and engaging in lively and respectful dialogue with one another.

   **Laptops and Notetaking.** The use of laptop computers or other screen-based devices is *not* permitted during class (including when films are screened). Please take notes by hand.

2. **Writing & the Work of History**

   **Reading Discussion Questions.** You will write two discussion questions for each class period with assigned course readings. Each question should focus on an a point of evidence or interpretation--on a historical argument--that you would like to explore further with your classmates, not on a point of historical fact. In other words, your discussion question should not ask, “What happened?” Instead, your question should ask, “How do we as historians know what happened? How do we as historians make sense of what happened?” Electronic submissions in a drop box on the Learn@UW site for our course are **due by 1:00 p.m. before each class period** with assigned course readings.
Personal Narratives & The Craft of History Paper. You will write a 600-word paper (approximately two pages) in which you will select one of the personal narratives or interviews used in Vicki Ruiz's book, *From Out of the Shadows*, and examine how Ruiz situates the personal narrative or interview in a larger historical context that helps us understand how personal stories connect with larger national and transnational histories. *Due September 26, at the beginning of class.*

Re/Constructing Latina Historical Memory Project

Library Research & Reports. You will participate in a library workshop and conduct independent library research to identify and locate personal narratives and other historical sources that will help you contextualize the personal narrative or narratives you select. You will write a 900-word paper (approximately three pages) in which you describe the personal narrative/s; pose questions about the narrative/s that you want to address in your research paper; and identify secondary sources that will help you to place the narrative/s in a larger historical context. I will distribute a detailed guide. *Due October 22 or October 24, depending on when you give your class report.*

Re/Constructing Latina Historical Memory Paper & Presentation. Jacquelyn Dowd Hall writes that "only certain people, and usually the victors and people who have access to publicity, have power over historical memory." Personal narratives, she tells us, capture voices that otherwise would be lost. You will write a 1,500-2,100-word paper (approximately 5-7 pages) that focuses on one or more Latina personal narratives, provides a historical context for the narrative/s, and examines how the narrative/s expands our understanding of U.S. history. I will distribute a detailed guide. You will submit a complete, polished paper draft (representing your very best effort) and present your research and findings on one of the following dates: December 3, 5, or 10.

The revised paper is *due December 16, by 5:30. You may submit your paper between 5:05 and 5:30 in 4119 Humanities. You may submit your paper before 5:00 in Mailbox 4018 on the 4th floor of Humanities.*

Grade Distribution:

<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Narratives &amp; the Craft of History Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Re/Constructing Latina Historical Memory Project</td>
<td></td>
</tr>
<tr>
<td>Library Research &amp; Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper Draft</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Revised Research Paper</td>
<td>25%</td>
</tr>
</tbody>
</table>
Readings

The following books are available for purchase at the University Bookstore, 711 State Street, & are on reserve in Helen C. White College Library. *Strike Songs of the Depression* is on reserve at Mills Library in Memorial Library. Journal articles & essays are on the Learn @ UW site for this course.

Required Readings:

Monographs


Personal Narratives


Required Style Books


Calendar and Assignments

Week 1  The Stories We Tell
Sept. 3
Introduction
Sept. 5
Readings & Discussion

Labor Day, Sept. 2
Rosh Hashanah, Sept. 5-6

Week 2  Claiming Power, Claiming Space
Sept. 10
Readings & Discussion
Sept. 12
Readings & Discussion

Identify Key Sources for Discussion

Week 3  Story Telling, Making Historical Memory
Sept. 17
Readings & Discussion
Sept. 19
Readings & Discussion

Week 4  The Power of Place
Sept 24
Readings & Discussion
Sept. 26
Film & Discussion
Agueda Martinez: *Our People, Our Country*

*late papers receive significantly reduced grades*
| Week 5 | Work, Class, & Forging Communities of Solidarity |

| Week 6 | Gender, Power, & Solidarity Stories |

| Week 7 | Personal Narratives & the Craft of History |
| Oct. 15 | **Library Research** |
| Oct. 17 | **Library Research** |

| Week 8 | Personal Narratives & the Craft of History |
| Oct. 22 | **Library Research & Reports** |
| Oct. 24 | **Library Research & Reports** |

| Week 9 | La Pachuca & Rosita the Riveter |
| Oct. 31 | **Film:** *From Sleepy Lagoon to Zoot Suit: The Irreverent Path of Alice McGrath*<br>**Film Clips:** Carmen Miranda: Bananas is My Business & Saludos Amigos |
Week 10  La Pachuca & Rosita the Riveter
Nov. 5
Readings & Discussion
Elizabeth Escobedo. From Coveralls to Zoot Suits, “Reenvisioning Rosie” &
“Respectable Rebellions,” pp. 73-123.
Nov. 7
Readings & Discussion
Elizabeth Escobedo. From Coveralls to Zoot Suits, “Civil Rights and Postwar Life” &

Week 11  “The Telling is Political”
Nov. 12
Readings & Discussion
Nov. 14
Readings & Discussion

Week 12  Imagined Latina Communities
Nov. 19
Readings & Discussion
Cultures and Chicana Feminist Counterpublics in the Chicano Movement,” pp. 91-159.
Nov. 21
Readings & Discussion
Maylei Blackwell. Chicana Power, “Interpretive Dilemmas, Multiple Meanings,”

Film Clip: Chicano! A History of the Mexican American Civil Rights Movement

Week 13  Re/Constructing Latina Historical Memory
Nov. 26
Personal Narrative Project Research & Writing
Nov. 28
Thanksgiving Break
November 28-December 5, Hanukkah

Week 14  Re/Constructing Latina Historical Memory
Dec. 3
Research Presentations
Dec. 5
Research Presentations
Week 15  Re/Constructing Latina Historical Memory
Dec. 10
Research Presentations

Dec. 12
Return Paper Drafts

Dec 16
Final Paper Due* 4119 Mosse Humanities Building, no later than 5:30.
Submit both a paper copy and an electronic copy.
Upload the electronic copy to the Learn@UW site for our course.

*No late papers accepted for any reason other than a documented religious or health excuse. No exceptions, including computer & transportation problems.