Chicana and Latina History: Working-Class Lives

This interdisciplinary course offers a comparative and transnational approach to understanding the history of Chicana and Latina working-class cultures and communities, from 1848 to 1980. We will examine the ways in which Chicana and Latina working-class experiences intersect and overlap with those of women of other races and ethnicities across regional and national boundaries. In the process, we will examine the historical contingency of gender and racial identity. And we will explore the ways in which race and gender have shaped the everyday lives of Chicanas and Latinas between 1848 and 1980. Our explorations will take us into the world of work and the workplace, as well as the world of working-class leisure and play. We will look not only at paid and unpaid labor but at the work and play of fashion, music, art, film, television, sports, and literature. Our primary goal is to make an original contribution to the historiography of Latina working-class culture and, in the process, to gain a better understanding of how race, gender, class, sexuality, and power relations shape the everyday lives of Latinas in the United States.

Course Requirements

1. General

Class Participation. The success of the course depends upon your contribution to the creation of a community of scholars dedicated to cooperative learning. Thus, you must attend all class meetings, complete all readings and written assignments in preparation for class discussion, and enter into a lively and respectful dialogue with one another. You will be working closely with other members of the class and will be evaluated on your collaborative efforts.

2. Research and Writing

Research Paper. The major writing assignment for the course is a 3,000- to 4,500-word research paper (approximately 13-15 pages in length) on an aspect of Chicana and Latina working-class history between 1848 and 1980. You must identify a primary source collection or a set of primary sources (for example: oral histories or interviews; a set of photographs; a collection of working-class music, films, or literature) and use the collection or set of primary sources as the foundation for your research paper. Your paper will demonstrate how these sources provide a window on Latina and Chicana working-class lives in the past.

Grade Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>30%</td>
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<tr>
<td>Discussion of Readings</td>
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<tr>
<td>Small-group projects</td>
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<td>Class Discussion</td>
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<tr>
<td>Research</td>
<td>30%</td>
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<td>Archival Reports &amp; Research Reports</td>
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<td>Bibliographic Projects</td>
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<td>Presentations of Research</td>
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<td>Writing</td>
<td>40%</td>
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<td>Introductory Paragraph</td>
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<tr>
<td>Research Paper Drafts</td>
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<td>Final Research Paper</td>
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Readings

Readings should be completed by Tuesday of each week, unless otherwise noted.

Required Anthologies

The following required readings are available for purchase at the University Bookstore, 711 State Street, and are on reserve in Helen C. White College Library:


Required Articles

An electronic CoursePak of required readings is on the Learn @ UW site for this course.

Required Style Books

The following required readings are available for purchase at the University Bookstore, 711 State Street, and are on reserve in Helen C. White College Library:


Recommended Readings

Vicki L. Ruiz and Virginia Sánchez, eds., Latinas in the United States: A Historical Encyclopedia (Bloomington: Indiana University Press, 2006). *Located in the Chican@ & Latin@ Studies Library, 312 Ingraham Hall. Reference; non-circulating. For library hours, email: chicla@mailplus.wisc.edu


Rodolfo Acuña, Occupied America: A History of Chicanos, 5th ed. (Longman, 2003). This is a general overview of Chican@ history. *On reserve in Helen C. White College Library.
### Calendar and Assignments

#### Week 1

**“Chicana and Latina Working-Class History”**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>January 22</td>
<td>Introduction</td>
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**Readings and Discussion:**


Please read the following entries from Wilma Mankiller, et al., ed., *The Reader’s Companion to U.S. Women’s History* (Boston: Houghton Mifflin, 1998), in the electronic CoursePak on the Learn @ UW site for this course:

- Vicki L. Ruiz, “Chicanas and Mexican American Women,” pp. 82-86.

**Secondary Source Research & Discussion:**

1. **American Memory: Historical Collections for the National Digital Library**
   - UW Libraries, E-Resources, Find Resources
   - Click on the letter “A” and scroll down and click on “American Memory”
   - Look for sources in both of the following ways:
     a. Type: Latina Workers in “Search All Collections” and Search.
     b. Browse Collections by Topic and Click on Women’s History link
        Check boxes for all Seven Collections
        Type: Latina Workers in “Search Selected Collections” and Search

2. **Chicano Database**
   - UW Libraries, E-Resources, Find Resources
   - Click on C and scroll down to find Chicano Database
   - Click on Chicano Database and type in keyword box: history women work

#### Week 2

**“Recovering and Remembering Latina Working-Class History”**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>January 29</td>
<td>Primary Source and Archival Research: Team Research Surveys</td>
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<tr>
<td>January 31</td>
<td>Team Reports on Research Surveys</td>
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</table>
Week 3

“Theorizing Chicana and Latina Labor”

February 5

Readings and Discussion:

Elizabeth Martinez and Ed McCaughan, “Chicanas and Mexicanas within a Transnational Working Class,” *Between Borders*, pp. 31-60.


Evelyn Nakano Glenn, “From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor,” *Signs*, vol. 18, no. 1 (Autumn, 1992), pp. 1-43. In the electronic CoursePak on the Learn @ UW site for this course.

February 7

Readings and Discussion:

Electronic Coursepak on Learn @ UW site for this course:


Discussion:  http://www.workingfilms.org/newfaces/video_clips.asp

Film:  Agueda Martinez: Our People, Our Country (17 minutes)

Week 4

“Telling Stories of Latina Working-Class Lives”

February 12

Reports:


February 14  

**Readings and Discussion:**


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**Week 5**  

**“Making Their Voices Heard”**

February 19  

**Readings and Discussion:**


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February 21  

**Readings and Discussion:**


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**Week 6**  

**“Building Solidarity, Making Alliances, and Resisting Domination”**

February 26  

**Readings and Discussion:**


In the electronic CoursePak on the Learn @ UW site for this course.
February 28  

Readings and Discussion:


Film: *La Operación* (40 minutes)

Week 7  

“Gendering Class and Race”

March 4  

Readings:

Electronic CoursePak on the Learn @ UW site for this course:


Film:  *Made in L.A.* (70 min.)

http://www.madeinla.com/
http://www.pbs.org/pov/pov2007/madeinla/

March 6  

Discussion of Week’s Readings and Made in L.A.

Team Reports and Discussion:

Week 8  
“Representing and Recovering Latina Working-Class Lives”

March 11  
Readings and Discussion:


Reports and Discussion:


http://www.cocofusco.com/

http://www.patssivaldez.com/Patssi_Valdez%20.html

http://www.judybaca.com/

http://vpa.csumb.edu/faculty/mesa_bains.htm

http://www.elmuseo.org/herethere/marrero1.html

Distribution of Writing Guide

March 13  
Selection of Paper topics

Research Report Assignment Overview

Week 9  
Spring Recess

Week 10  
“Researching Chicana and Latina Working-Class History”

March 25-27  
Research Detective Work: Locating Primary Sources

*No class meetings*

*I will be available for consultation in 4119 Humanities*
Week 11  “Researching Chicana and Latina Working-Class History”

April 1  Research Report Due at beginning of class:
        Narrative of Research Detective Work
        Samples or Copies of Primary Documents
        Paper Topic Statement

        Presentations of Research Detective Work

April 3  Presentations of Research Detective Work

Week 12  “Writing and the Art of Narration and Argumentation”

April 8  Prospectus and Annotated Bibliography Due at beginning of class

April 10  Review and Discussion:
        I.W. Mabbett, Writing History Essays: A Student's Guide.
        Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed.

Week 13  “Writing Latina Working-Class Histories”

April 15  Prospectus and Annotated Bibliography Comments Distributed
        Writing Period

April 17  Writing Period, No class meeting
        I will be available for consultation in 4119 Humanities

Week 14  “Writing Latina Working-Class Histories”

April 22-24  Writing Period, no class meetings
        I will be available for consultation in 4119 Humanities

Week 15  “Writing Latina Working-Class Histories”

April 29  Polished and completed research paper due promptly at 1:00 p.m., 4119 Humanities.
        Writing Period, No class meeting

May 1  Writing Period, No class meeting
        I will be available for consultation in 4119 Humanities
<table>
<thead>
<tr>
<th>Week 16</th>
<th>“Writing Latina Working-Class Histories”</th>
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<tr>
<td>May 6</td>
<td>Comments Distributed in class</td>
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<tr>
<td>May 8</td>
<td>Writing Period, No class meeting</td>
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<td></td>
<td>I will be available for consultation May 2 in 313 Ingraham Hall</td>
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<tr>
<th>Week 17</th>
<th>Research Paper Due*</th>
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<tr>
<td>May 12</td>
<td>Submit between 9:00 and 9:45 a.m. in 4119 Humanities</td>
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*No late papers accepted for any reason other than a documented religious or health excuse. No exceptions, including computer & transportation problems.

You must submit both a hard copy and an electronic copy of your research paper.

**Only hard copies** will count toward fulfilling deadline requirement.