

History 245
Fall, 2013
Tues. & Thurs., 4:00-5:15
2637 Mosse Humanities Building

Professor Camille Guérin-Gonzales
Office Hours: Tuesday, 1:00-3:00
4119 Mosse Humanities Building
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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:

Class Participation	20%
Discussion Questions	10%
Personal Narratives & the Craft of History Paper	10%
Re/Constructing Latina Historical Memory Project	
Library Research & Reports	10%
Research Paper Draft	15%
Presentation	10%
Revised Research Paper	25%

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

Vicki L. Ruiz. *From Out of the Shadows: Mexican Women in 20th Century America*. 10th anniversary edition. New York: Oxford University Press, 2008.

Elizabeth Escobedo. *From Coveralls to Zoot Suits: Lives of Mexican American Women on the Home Front*. Chapel Hill: University of North Carolina Press, 2013.

Maylei Blackwell. *Chicana Power: Contested Histories of Feminism in the Chicano Movement*. Austin: University of Texas Press, 2011.

Personal Narratives

Fabiola Cabeza de Baca. *We Fed Them Cactus*. 1954. 2nd ed. Albuquerque: University of New Mexico Press, 1994.

Fran Leeper Buss, ed. *Forged Under the Sun/Forjada baja el sol: The Life of Maria Elena Lucas*. Ann Arbor: University of Michigan Press, 1993.

Required Style Books

William Kelleher Storey. *Writing History: A Guide for Students*. 4th ed. New York: Oxford University Press, 2012.

Kate L. Turabian, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press Staff, eds. *Student's Guide to Writing College Paper*. Rev. 4th ed. Chicago: University of Chicago Press, 2010.

William Strunk, E. B. White, and Maira Kalman. *The Elements of Style Illustrated*. New York: Penguin, 2005.

Calendar and Assignments

Week 1 The Stories We Tell

Sept. 3

Introduction

Sept. 5

Readings & Discussion

Vicki Ruiz, *From Out of the Shadows*, “Acknowledgements,” “Introduction,” chapters 1 & 2, and photographs, pp. ix-50.

Labor Day, Sept. 2

Rosh Hashanah, Sept. 5-6

Week 2 Claiming Power, Claiming Space

Sept. 10

Readings & Discussion

Vicki Ruiz, *From Out of the Shadows*, “The Flapper and the Chaperone,” “With Pickets, Baskets, and Ballots,” & “La Nueva Chicana: Women and the Movement,” chapters 3, 4, & 5 and all photographs, pp. 51-126.

Sept. 12

Readings & Discussion

Vicki Ruiz, *From Out of the Shadows*, “Claiming Public Space” & “Epilogue,” & “Appendix,” pp. 127-157.

Identify Key Sources for Discussion

Vicki Ruiz, *From Out of the Shadows*, “Bibliography,” pp. 209-230.

Week 3 Story Telling, Making Historical Memory

Sept. 17

Readings & Discussion

Fabiola Cabeza de Baca. *We Fed Them Cactus*, “Preface,” “Introduction,” “The Llano,” “El Cuate,” & “Places & People,” ix-88.

Sept. 19

Readings & Discussion

Fabiola Cabeza de Baca. *We Fed Them Cactus*, “Bad Men & Bold,” pp. 89-125.

Week 4 The Power of Place

Sept 24

Readings & Discussion

Fabiola Cabeza de Baca. *We Fed Them Cactus*, “Within Our Boundaries,” & “Glossary,” pp. 126-180.

Sept. 26

Film & Discussion

Agueda Martinez: Our People, Our Country

Due at 4:00: Personal Narratives & The Craft of History Paper*

**late papers receive significantly reduced grades*

Week 5 Work, Class, & Forging Communities of Solidarity

Oct. 1

Readings & Discussion

Fran Leeper Buss, ed. *Forged Under the Sun/Forjada baja el sol*, “Acknowledgements,” “Introduction” & Part 1, “The Making of a Farm Worker Woman,” pp. vii-104.

Oct. 3

Readings & Discussion

Fran Leeper Buss, ed. *Forged Under the Sun/Forjada baja el sol*, Part 1, “The Making of a Farm Worker Woman,” pp. 105-150.

Week 6 Gender, Power, & Solidarity Stories

Oct. 8

Readings & Discussion

Fran Leeper Buss, ed. *Forged Under the Sun/Forjada baja el sol*, Part 2, “Committed and Female within the Farm Labor Movement,” pp. 153-260.

Oct. 10

Readings & Discussion

Fran Leeper Buss, ed. *Forged Under the Sun/Forjada baja el sol*, Part 2, “Committed and Female within the Farm Labor Movement” & “Appendix,” pp. 263-314.

Week 7 Personal Narratives & the Craft of History

Oct. 15

Library Research

Oct. 17

Library Research

October 15-18, Eid al Adha

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. 29

Readings & Discussion

Elizabeth Escobedo. *From Coveralls to Zoot Suits*, “Introduction,” “The Pachuca Panic,” and “American Todos,” pp. 1-71.

Oct. 31

Film: From Sleepy Lagoon to Zoot Suit: The Irreverent Path of Alice McGrath
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” & “Epilogue,” pp. 125-154.

Week 11 “The Telling is Political”

Nov. 12

Readings & Discussion

Maylei Blackwell. *Chicana Power*, “Introduction” and “Spinning the Record,” pp. 1-42.

Nov. 14

Readings & Discussion

Maylei Blackwell. *Chicana Power*, “Chicana Insurgencies,” pp. 43-90.

Week 12 Imagined Latina Communities

Nov. 19

Readings & Discussion

Maylei Blackwell. *Chicana Power*, “Retrofitted Memory” & “Engendering Print Cultures and Chicana Feminist Counterpublics in the Chicano Movement,” pp. 91-159.

Nov. 21

Readings & Discussion

Maylei Blackwell. *Chicana Power*, “Interpretive Dilemmas, Multiple Meanings,” “Chicanas in Movement,” & “Appendix: Narrator Biographies,” pp. 160-217.

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.***