

History 245/CLS245/WS245
Spring 2008
Tuesday & Thursday 2:30-3:45
2251 Mosse Humanities Building

Professor Camille Guérin-Gonzales
Office Hours: Thursdays, 4:00-6:00
4119 Mosse Humanities Building
cgueringonza@wisc.edu, 263-1823

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:

Class Participation	30%
<i>Discussion of Readings</i>	
<i>Small-group projects</i>	
<i>Class Discussion</i>	
Research	30%
<i>Archival Reports & Research Reports</i>	
<i>Bibliographic Projects</i>	
<i>Presentations of Research</i>	
Writing	40%
<i>Introductory Paragraph</i>	
<i>Research Paper Drafts</i>	
<i>Final Research Paper</i>	

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:

Adelaida R. Del Castillo, *Between Borders: Essays on Mexicana/Chicana History* (Mountain View, California: Floricanto Press, 2005).

Vicki L. Ruiz and Virginia Sánchez Korrol, eds., *Latina Legacies: Identity, Biography, and Community* (Oxford: Oxford University Press, 2005).

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:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago: University of Chicago Press, 2007).

William Strunk, E.B. White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).

I.W. Mabbett, *Writing History Essays: A Student's Guide* (New York: Palgrave Macmillan, 2006).

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

Suzanne Oboler and Deena J. González, eds., *The Oxford Encyclopedia of Latinos and Latinas in the United States* [electronic resource] (New York & Oxford: Oxford University Press, 2005). *Internet Links: Available through Oxford Reference Online with searchable text (UW Licensed Resource).

Vicki L. Ruiz and Ellen Carol DuBois, eds., *Unequal Sisters: a Multicultural Reader in U.S. Women's History*, 4th ed. (New York: Routledge, 2007). *On reserve in Helen C. White College Library.

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”**

January 22 Introduction

January 24 **“Recovering and Remembering Latina Working-Class History”**

Readings and Discussion:

Vicki L. Ruiz and Virginia Sánchez Korrol, “Introduction,” *Latina Legacies*, 3-18.

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:

Gladys M. Jiménez-Muñoz, “Latinas,” pp. 317-320.

Camille Guérin-Gonzales, “Latina/Chicana Migration,” pp. 317-318.

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

Virginia Sánchez Korrol, “Puerto Rican Women,” pp. 485-488.

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”**

January 29 Primary Source and Archival Research: Team Research Surveys

January 31 Team Reports on Research Surveys

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.

Nancy Hewitt, “Luisa Capetillo: Feminist of the Working Class,” *Latina Legacies*, pp. 120-134.

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:

Vicki L. Ruiz, “Morena/o, blanca/o y café con leche: Racial Constructions in Chicana/o Historiography,” *Mexican Studies* 20 (2004)2:343-360.

Vilma Ortiz, “Migration and Marriage among Puerto Rican Women,” *International Migration Review*, 30 (Summer, 1996)2:460-484.

Irene Ledesma, “Texas Newspapers and Chicana Workers’ Activism, 1919-1974,” *The Western Historical Quarterly*, vol. 26, no. 3 (Autumn, 1995), pp. 309-331.

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:*

Helen Lara-Cea, “Notes on the Use of Parish Records,” *Between Borders*, pp. 131-159.

Raquel Rubio-Goldsmith, “Oral History: Considerations and Problems for its Use in the History of Mexicanas in the United States,” *Between Borders*, pp. 161-173.

Devra Weber, “Mexican Women on Strike, Memory, History and Oral Narrative,” *Between Borders*, pp. 175-200.

Carmen Ramos Escandon, “Alternative Sources to Women’s History: Literature,” *Between Borders*, pp. 201-212.

Antonia I. Castañeda, “The Political Economy of Nineteenth Century Stereotypes of Californianas,” *Between Borders*, pp. 213-236.

Maria R. González, “El embrión nacionalista visto a través de la obra de Sor Juana Inés de la Cruz,” *Between Borders*, pp. 237-253.

February 14 *Readings and Discussion:*

María Raquel Casas, "Victoria Reid and the Politics of Identity," *Latina Legacies*, pp. 19-38.

Deena González, "Gertrudis Barceló: La Tules of Image and Reality," *Latina Legacies*, pp. 39-58.

Amy Dockser Marcus, "The Adventures of Loreta Velázquez: Civil War Spy," *Latina Legacies*, pp. 59-71.

Week 5 "Making Their Voices Heard"

February 19 *Readings and Discussion:*

Rosaura Sánchez and Beatrice Pita, "María Amparo Ruiz de Burton and the Power of Her Pen," *Latina Legacies*, pp. 72-83.

Edna Acosta-Belén, "Lola Rodríguez de Tió and the Puerto Rican Struggle for Freedom," *Latina Legacies*, pp. 84-96.

Marian Perales, "Teresa Urrea: Curandera and Folk Saint," *Latina Legacies*, pp. 97-119

Elizabeth Salas, "Adelina Otero Warren: Rural Aristocrat and Modern Feminist," *Latina Legacies*, pp. 135-147.

February 21 *Readings and Discussion:*

Lisa Sánchez González, "Pura Belpré: The Children's Ambassador," *Latina Legacies*, pp. 148-157.

María Eugenia Cotera, "Jovita González Mireles: A Sense of History and Homeland," *Latina Legacies*, pp. 158-174.

Virginia Sánchez Korrol, "Antonia Pantoja and the Power of Community Action," *Latina Legacies*, pp. 209-224.

Week 6 "Building Solidarity, Making Alliances, and Resisting Domination"

February 26 *Readings and Discussion:*

Vicki L. Ruiz, "Luisa Moreno and Latina Labor Activism," *Latina Legacies*, pp. 175-192.

Louise Año Nuevo Kerr, "Chicanas in the Great Depression," *Between Borders*, pp. 257-268.

Alicia Chavez, "Dolores Huerta and the United Farm Workers," *Latina Legacies*, pp. 240-254.

Priscilla Falcon, "Only Strong Women Stayed: Women Workers and the National Floral Workers Strike, 1968-1969," *Frontiers*, vol. 24, nos. 2-3 (2003), pp. 140-154.
In the electronic CoursePak on the Learn @ UW site for this course.

February 28 *Readings and Discussion:*

Roberto R. Calderón and Emilio Zamora, "Manuela Solis Sager and Emma B. Tenayuca: A Tribute," *Between Borders*, pp. 269-279.

Vicki L. Ruiz, "A Promise Fulfilled: Mexican Cannery Workers in Southern California," *Between Borders*, pp. 281-298.

Lourdes Arguelles, "Undocumented Female Labor in the United States Southwest: An Essay on Migration, Consciousness, Oppression, and Struggle," *Between Borders*, pp. 299-312.

Film: *La Operación* (40 minutes)

Week 7 "Gendering Class and Race"

March 4 *Readings:*

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

Paula M.L. Moya, "Chicana Feminism and Postmodern Theory," *Signs*, vol. 26, no. 2 (Winter 2001), pp. 441-483.

Sarah Deutsch, "Gender, Labor History, and Chicano/a Ethnic Identity," *Frontiers: A Journal of Women Studies*, vol. 14, no. 2 (1994), pp. 1-22.

Emma Pérez, "Decolonizing Chicana History," *The Women's Review of Books*, vol. 17, no. 5 (Feb., 2000), pp. 13-14.

Blanca Vazquez Erazo, "The Stories Our Mothers Tell: Projections-of-Self in the Stories of Puerto Rican Garment Workers" and "Postscript," *The Oral History Review*, vol. 16, no. 2 (Autumn, 1988), pp. 23-28 and 41-46.

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:

Part IV, "Gender, Patriarchy and Feminism," *Between Borders*, pp. 360-491.

Week 8 **“Representing and Recuperating Latina Working-Class Lives”**

March 11 *Readings and Discussion:*

Yolanda Broyles-González, “The Living Legacy of Chicana Performers: Preserving History through Oral Testimony,” *Frontiers: A Journal of Women Studies*, vol. 11, no. 1, *Las Chicanas* (1990), pp. 46-52. In the electronic Coursepak on Learn @ UW site for this course.

Brian O’Neil, “Carmen Miranda: The High Price of Fame and Bananas,” *Latina Legacies*, pp. 193-208.

Carlos A. Cruz, “Ana Mendieta’s Art: A Journey through Her Life,” *Latina Legacies*, pp. 225-239.

Reports and Discussion:

<http://www.galeriadelaraza.org/eng/exhibits/archive/artists.php?op=view&id=46&media=info>

http://www.communityarts.net/readingroom/archivefiles/2002/09/artist_as_citiz.php

<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.

William Strunk, E.B. White, and Maira Kalman. *The Elements of Style Illustrated*.

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

Week 16**“Writing Latina Working-Class Histories”**

May 6 Comments Distributed in class

May 8 *Writing Period, No class meeting*

I will be available for consultation May 2 in 313 Ingraham Hall

Week 17***Research Paper Due******May 12***Submit between 9:00 and 9:45 a.m. in 4119 Humanities*

**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.*