

History 100C CH:
Chicana/Latina Feminist Histories

<http://latinahistories.wordpress.com/>



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CLASS MEETINGS:

Mondays
1:15 to 4:00 p.m.
Lincoln Hall 1122

OFFICE HOURS:

Wednesdays
9:30 to 11:30 a.m.
Draper Center (SCC 228)

I kindly ask students with disabilities, who may need accommodations to assure their success, to see the appropriate staff member in the Office of Student Affairs and then contact me *before* the third week of class.

COURSE DESCRIPTION & PHILOSOPHY

Chicana/Latina Feminist Histories is a historical reading seminar focusing on the experiences of women of Latin American descent. Foregrounding gender, race, class, and sexuality, we analyze the historical experiences of Chicanas and Latinas across borders, examining the ways women have responded to forces of conquest, capitalism, and patriarchy. We investigate their struggles for justice, their connections to other “Third World” women, and the myriad ways they have theorized these lived experiences to inspire strength and action.

In so doing, we strive to create a classroom that puts into practice the very feminist aspirations we seek to understand. Our class is a *colectiva*, formed from the belief that we can learn more as individuals if we learn from and with each other. Our goal is to create an atmosphere of learning and mutual respect that nurtures our own and each others’ understanding. To do this, our *colectiva* respects the knowledge, questions, and analytical skills each of us brings to class, and uses these as the basis for our shared learning.

COURSE OUTCOMES

History 100C CH is designed to enable you to achieve the following set of learning outcomes. At the conclusion of the semester, students will submit a “Final Portfolio” of all their written work. The student who successfully completes this class will demonstrate the following skills and understandings in their portfolio. What these outcomes look like—or the criteria used to assess the presence and depth of each—is also listed below.

History 100C CH : “Chicana/Latina Feminist Histories”

LEARNING OUTCOMES

1. ANALYZE the historical forces shaping the experiences, social relations, and identities of Chicanas and Latinas.

What does this look like?

- Explain the historical experiences of Chicanas/Latinas.
- Interpret the role of race, gender, sexuality and/or class in shaping these experiences.
- Evaluate the ways women have responded to their historical contexts.

2. CRITICALLY EVALUATE writings on Chicana and Latina experiences.

What does this look like?

- Identify major arguments, themes, theories and/or metaphors as used by scholars.
- Analyze texts from within the context of their production.
- Assess scholarly perspectives from an empathic and critical position.

3. APPLY course knowledge substantiating a narrative analyzing the intersection of gender, race, class, sexuality, and power.

What does this look like?

- Integrate knowledge from Chicana/Latina Studies in a narrative.
- Evaluate historical sources in terms of their contributions to knowledge.
- Narrativize your conclusions in accordance with historical format and citation styles.

EVIDENCE OF OUTCOMES

The way you demonstrate your fulfillment of our course outcomes, and the way you earn a grade, is by completing our course assignments. Each of the following assignments is designed to provide you with an opportunity to demonstrate competency with respect to one or more outcomes.

For each, an “Assignment Sheet” is available on our course website. This will provide a more detailed description of the assignment as well as a list of the criteria used to assess your performance and assign a grade to it.

1. Seminar Participation (10+10=20 points total).

A recurring opportunity designed for you to demonstrate your skills and understandings with respect to Outcome 1.

As a *colectiva*, our class relies on the contributions you make to our collaborative effort. Most visibly, this comes via your participation in our weekly seminars, as you present your understanding of the course materials. But this is more than merely speaking in class; it is contributing to our shared understanding of the historical forces shaping the experiences, social relations, and identities of Chicanas and Latinas. Half of your participation will be graded using the assessment criteria for Outcome 1, applied to your performance as part of a group leading one of our weekly seminar discussions. The other half will be graded using the same assessment criteria, but applied to your individual performance throughout the semester.

- Seminar Participation (ongoing)

2. Critical Evaluation Essays (5 points each; 45 points total).

A recurring opportunity designed for you to demonstrate your skills and understandings with respect to Outcome 2.

Due at ten different times during our semester, these essays are the core of our *colectiva*. They are short (at least TWO, no more than FOUR page) essays reflecting your *critical evaluation* of the week's reading. Your goal is to cogently identify what the author says, while developing a substantive evaluation of their perspective, all in a way demonstrating the assessment criteria for Outcome 2. Each is due IN CLASS, to be used in our seminar discussion for that day. You will not be required to write a Critical Evaluation Essay for the week in which you act as seminar leader. Accordingly, you will submit only nine of them by semester's end.

- Critical Evaluation Essays (ongoing)

3. Synthesis Essay (10 points each; 20 points total).

Two opportunities designed for you to demonstrate your skills and understandings with respect to Outcome 3.

Due at two different times during the semester, these are longer and more complex essays. Each is meant to provide you a platform to synthesize various strands of course knowledge, whether from readings or discussions. These should be composed in a way demonstrating the assessment criteria for Outcome 3 and, also, cognizant that each will be read by some of your classmates. The first one of these essays will be used as a platform for discussion in a small-group tutorial session just before the break.

- Synthesis Essay 1 (February 27 @ 1:15 p.m.)
- Synthesis Essay 2 (April 30 @ 1:15 p.m.)

4. Final Portfolio (15 points total).

An opportunity designed for you to demonstrate your skills and understandings with respect to all our Course Outcomes.

At the end of the semester, you will collect ALL your written work and organize it into a portfolio. As a prefatory section to the portfolio, you will prepare a reflection essay, a self-evaluation of your work in consideration of your development with regard to our outcomes. There is no set length to this assignment but, as suggested by the point value, it is meant to be comprehensive and substantive.

- Final Portfolio (May 7 @ 1:15 p.m. or May 3 @ 1:15 p.m. for graduating seniors)

GRADING OF EVIDENCE

The following scale will be used to grade your performance on assignments. Each letter grade will be converted into its numerical equivalent for the purposes of calculating your overall grade.

Exemplary: A+ (99), A (97), A- (93).

Very Good: B+ (89), B (86), B- (83).

Satisfactory: C+ (79), C (76), C- (73).

Needs Improvement: D+ (69), or below, must be resubmitted.

Policy on Late Assignments

ALL assignments are due on the date specified on the “Course Schedule” and in the manner described on the “Assignment Sheet.” **Failure to turn in any assignment by the deadline will result in an automatic 10% grade deduction. Late assignments will then only be accepted until 48 HOURS after the deadline.** At that time, the student will receive an “F” (0 points) for the assignment if it has not been turned in. This extension is in effect whether a holiday, weekend, or break.

Policy on Academic Honesty

Our class assumes all its members are familiar with the policies regarding Academic Honesty printed in the *Pomona College Student Handbook*. We will use these policies and the principles they represent as our foundation for standards regarding honesty, integrity, and responsibility. They read, in part:

“Pomona College is an academic community in which all members are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities towards other members of the community. The College expects students to understand and adhere to basic standards of honesty and academic integrity.”

COURSE TEXTS

There are five required books for our class. Additional readings will be provided to you in the form of digital files.

Gloria Anzaldúa. *Borderlands/La Frontera*. Aunt Lute Books, 1999, 1987.

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

Linda Heidenreich. *“This Land Was Mexican Once” Histories of Resistance From Northern California*. University of Texas Press, 2007.

Richard T. Rodríguez. *Next of Kin: The Family in Chicano/a Cultural Politics*. Duke University Press, 2009.

Vicki L. Ruiz. *From Out of the Shadows: Mexican Women in Twentieth-Century America*.
Oxford University Press, 1998.

COURSE SCHEDULE

Work expectations and reminders for each class will be provided in weekly announcements posted on the course website.

January 23: Introduction to our *colectiva*.

January 30: READ chapters 1 and 2 in *Negotiating Conquest* (digital).
READ pages 1-92 in "*This Land Was Mexican Once*" by Heidenreich.
WRITE Critical Evaluation Essay 1.

February 6: READ "Engendering the History of Alta California" (digital).
READ pages 93-172 in "*This Land Was Mexican Once*" by Heidenreich.
WRITE Critical Evaluation Essay 2 (unless you are a seminar leader).

February 13: READ intro and chapters 1-4 in *From Out of the Shadows* by Ruiz.
WRITE Critical Evaluation Essay 3 (unless you are a seminar leader).

February 20: READ "Needlewomen under the New Deal in Puerto Rico" (digital).
READ "The Day the Dresses Stopped" (digital).
READ "Labor Migrants or Submissive Wives" (digital).
READ "*En la aguja y el pedal eché la biel*" (digital).
WRITE Critical Evaluation Essay 4 (unless you are a seminar leader).

February 27: FILM and discussion.
WRITE Synthesis Essay 1.

March 5: TUTORIALS: meet at pre-arranged time.
READ Synthesis Essays of your tutorial group.

March 12: SPRING BREAK.

March 19: READ chapters 5-epilogue in *From Out of the Shadows* by Ruiz.
READ selections of writings from *Palante* (digital).
WRITE Critical Evaluation Essay 5.

March 26: READ intro and chapters 1-3 in *¡Chicana Power!* By Blackwell.
WRITE Critical Evaluation Essay 6.

SPECIAL EVENT: Friday, March 30th***In Wonderland:
The Surrealist Adventures of Women Artists in Mexico and the United States***

We will have a free, guided tour of this amazing exhibit of women artists spanning the border, currently running at the Los Angeles County Museum of Art. Our bus will depart from campus at 10AM and leave LACMA at 2PM for return. *RSVP by Mar. 2.*

- April 2:** READ chapters 4-6 in *Chicana Power!* By Blackwell.
READ primary documents on Chicana Feminism (digital).
WRITE Critical Evaluation Essay 7 (unless you are a seminar leader).
- April 9:** READ chapters 1-7 in *Borderlands/La Frontera* by Anzaldúa.
WRITE Critical Evaluation Essay 8 (unless you are a seminar leader).
- April 16:** READ intro and chapters 1-2 in *Next of Kin* by Rodríguez.
WRITE Critical Evaluation Essay 9 (unless you are a seminar leader).
- April 23:** READ chapters 3-4 and afterword in *Next of Kin* by Rodríguez.
WRITE Critical Evaluation Essay 10.
- April 30:** FILM and discussion.
WRITE Synthesis Essay 2.

The Final Portfolio will be due no later than 1:15 p.m. on Monday, May 7th (or 1:15 p.m. on Thursday, May 3rd for graduating seniors).