Chicana/o Studies M158 Chicana Historiography
(Same as Gender Studies M157 and History M151D)
MW 2:00-4:05 P.M, Bunche 3178

Summer 2015, Session A (June 22-July 31)

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Course Description
This course examines Chicana historiography, looking closely at how practice of writing of history has placed Chicanas into particular narratives. Using Chicana feminist approaches to study of history, revisiting of specific historical periods and moments such as Spanish Conquest, Mexican Period, American Conquest, Mexican Revolution, and Chicano Movement to excavate untold stories about women's participation in and contribution to making of Chicana and Chicano history.

Student Learning Outcomes
Students who successfully complete this course will

1) Students will gain comprehension of fundamental theories in Chicana/o History and how they affect Chicanas’ place in Chicana/o History.

2) This course will extend and refine students’ critical reading and writing skills by having them examine, interpret, and explain how theories of race, class, sexuality and gender shape the historical and contemporary experiences of the Chicanas in the U.S.

3) Students will be able to write a historiography and explain the significance of a monograph, its themes or ideas in the context of its historical significance.

4) Students will learn group historical information around the topics of race, ethnicity, class, gender, and sexuality and elucidate it clearly through a midterm exam, book synopsis, a book critique, and a historiographical essay.

Required Texts:
The readings for this class are available on the course website. Students are REQUIRED to have the articles with them, either electronically or as a paper copy.

Evaluation:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class Participation</td>
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<tr>
<td>Synopsis</td>
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<tr>
<td>Midterm Exam</td>
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<td>Historiography</td>
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**Course Requirements:**
Students are to actively participate in class discussions as well as complete the following assignments:
- 2 synopsis packets- Synopsis are 1 page reviews of specific readings. The first packet covers 2 articles and the second packet covers 3 articles
- 1 short midterm exam (take home, about 2-3 pages in length); Students will answer 2 short answer questions.
- 1 Historiographical essay, 8-9 pages in length. This is the course final.

**Participation:**
THIS IS AN UPPER DIVISION COURSE. Students are expected to attend every class and be fully prepared to discuss the reading assignments. Because the discussion of the readings is a major component of this course, you will be graded on your preparation for and involvement in class. I will evaluate your participation by how well you articulate your ideas, listen and respond to others’ ideas, and contribute to a productive class discussion. This class will be run as a seminar course in which students engage in discussions about the books at every class meeting. If class is reluctant to discuss the texts/reading I will prompt discussion by administering pop-quizzes. The participation credit is comprised of the following:
- Quizzes (if any);
- Attendance;
- Discussion;
- In-class / group assignments

Calculation of attendance points:
At the end of the quarter I will factor attendance as follows-
- No absences +1 point to final grade;
- 1 absence – Zero Points added to final grade
- 2 absences -1 Point from final grade;
- Each additional absence - -1 for each absence
Three tardies are equivalent to ONE absence. Attendance taken at every meeting

**Synopsis Packets:**
Students are required to submit two synopsis packets. I will review detailed instructions for this assignment in class. A template for these synopsis is available on the course webpage.

**Midterm Exam:**
Take Home Midterm exam is due on July 13th.

**Historiographical Essay:**
You are required to write a historiographical essay about a topic of your choice- relevant to Chicana History. The purpose of this essay is to acquaint yourself with the historical debate related to your topic and track the writing of this particular topic. In other words, how has the topic you’ve chosen been written about. How did the historical debate about your topic develop? What is the state of knowledge about your topic to date? We will discuss this in detail in class.

The Historiographical Essay is due on Monday July, 30. Students must turn in final paper at my office in Bunche Hall, 7339. Between 2:00 and 3:00 PM. I do not accept emailed papers.

**ADDITIONAL INFORMATION**

**ACADEMIC INTEGRITY AND CONDUCT**
I will tolerate no instance of academic dishonesty. This includes, but is not limited to, the following actions not authorized by the instructor.

* PLAGERISM- defined as, representing the words, ideas or work of another as one’s own in any academic exercise. This includes the use of commercial term paper companies.
* Copying or allowing another student to copy from one’s work on any academic assignment

It is the responsibility of each student to conduct him/herself in a manner that encourages learning and prohibits dishonesty; and to act with fairness towards other students in the classroom. You can find definition of these offenses, as well as the possible sanctions in the UCLA Student Handbook. If you have any further questions, please do not hesitate to speak with me.

**Expected Student Conduct**
In order to create an environment conducive to learning and academic exchange, students should provide informed opinions. I welcome all viewpoints and encourage an inclusive and lively discussion, but in turn require mutual respect be present at times. Racist, classist, homophobic, sexist and otherwise intolerant speech has no place in this environment, as we are trying to engage in a productive exchange of ideas.

Please turn off cell phones and pagers **BEFORE CLASS**. Talking (or text messaging) on your cell phone during class is not acceptable and is call for dismissal from the class session (student will receive an absence for the day).

*These dates are tentative and can change at the instructor’s discretion. You will be made aware of any changes in a timely manner.*

**I. State of the Field**

**Week 1  Introductions and Historiography**
6/22  Introduction and Review of Syllabus
6/24  Chicana/o Historiography
  **Reading:** Gutierrez, “Chicano History: Paradigm Shifts and Shifting” Boundaries (article)

**Week 2  Historiography: Challenging History**
6/29  Peréz, Decolonial Imaginary, Introduction and Chapter 1
7/1  Heidenreich, excerpt, “This Land Was Once Mexican” (article)

**II. Writing Chicanas into History**

**Week 3  “La Malinche”, “La Virgen”, y “La Llorona”**
7/6  Malintzin Tenepal
  **Reading:** Del Castillo, Malintzin Tenepal (article)
  Alcalá, “From Chingada to Chingona” (article)
  **Synopsis packet #1** – Perez and Heidenreich

7/8  La Llorona y La Virgen
  **Reading:** Limon, “La Llorona, The Third Legend of Greater Mexico: Cultural Symbols, Women and the Political Unconscious” (article)
Trujillo, La Virgen de Guadalupe and her Reconstruction in Chicana Lesbian Desire (article)

Week 4 Gender and the Politics of Conquest
7/13 Castañeda, “Sexual Violence in the Politics and Policies of Conquest” (article)
Chavez-Garica, excerpt from, Negotiating Conquest (article)
Take Home Midterm Exam due @start of class.

7/15 González, excerpt from Refusing the Favor (article)
González, “Lupe’s Song: On the Origins of Mexican-Woman Hating in the U.S” (article)
Historiography Topic Due- 1 paragraph description, typed, due @ start of class;
please include your email address at the top of the page so I can contact you if necessary.

Week 5 The Pachuca in the Zoot Suit: Deconstructing Gender in the Zoot Suit Riots
7/20 Pagán, Los Angeles Geopolitics and the Zoot Suit Riot, 1943 (article)
Film: Zoot Suit Riots

7/22 Escobedo, excerpt from From Coveralls to Zoot Suits (article)
Ramírez, excerpt from, The Woman in the Zoot Suit (article)
Synopsis Packet #2 – Castañeda, González (Lupe’s Song), Escobedo

Week 6
7/27 Chicanas in the Chicano Movement
Saavedra, “Chicana Schism” (article)
Blackwell, excerpt from Chicana Power

7/29 Historiographical Essay Due
Papers must be turned in at my office (NOT EMAILED) Bunche Hall 7339, between
2:00PM - 3:00PM. No Exceptions, papers not turned in by 3:00PM will receive a 20-
point deduction. I do not accept papers turned in more than 2 hours late; student
will be assigned a zero.