



Professor Maria Cotera

PAR 105

MW: 11:30-1:00

Office Hours: Wed. 1:00-3:00

Course Description

This course tracks the rise and development of Chicana feminist consciousness in the 1960s and 1970s across the Southwest and Midwestern United States. Drawing on both contemporary scholarship and primary source material from the [Chicana por mi Raza Digital Memory Collective](#), students will learn about the individuals, organizations, theories, and aesthetic practices that shaped Chicana feminism in its early years and contributed to the development of an intersectional analytic that was later elaborated and expanded on by writers like Gloria Anzaldúa, Cherrie Moraga, Aida Hurtado, Chela Sandoval, and many others. A central theme of this course is how Chicanas used the tools at their disposal to produce alternative newspapers and journals, film, photography, poetry and art to challenge the male-centered ethos of the Chicano movement. Students will emerge from this course with a strong foundation in the history of Chicana feminist thought in the 1970s, an understanding of how Chicana feminism has contributed to contemporary theories of intersectionality, and an appreciation for how Chicanas raised consciousness and developed their ideas through the newspapers and other types of print cultures.

Learning Objectives

After completing this course, students will be able to:

- Identify and explore the philosophical interventions, key events, forms of political activism, and nationwide legacies of Chicana feminisms from 1968-1981
 - Read, interpret, and discuss primary historical sources, including oral histories, photographs, newspaper articles, papers, reports, flyers, syllabi, letters, and pamphlets
 - Analyze the mechanisms of erasure that have marginalized Chicanas within mainstream Chicano Movement and Women's movement histories
 - Understand the historical grounding of theories of intersectionality, especially as it pertains to Chicanas and Latinas
 - Theorize the importance of print culture as a key site of consciousness-raising and community development in the 1960s and 1970s
 - Apply writing, analytical, and digital literacy skills to the study of Chicana social movements
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Learning Activities

The course will encourage direct engagement and experimentation with the history of Chicana feminism through discussion, in-class activities, archival interpretation, and creative production. Assignments for the course will include weekly reading and attendance, annotation, and a final newspaper project. Much of our research will use digital resources from the Chicana por mi Raza Digital Memory Collective (public website and online repository). Students will receive guest credentials for logging in to the digital repository.

Critical Study Group Model and Philosophy

A critical study group entails a model of learning that is collaborative, non-hierarchical, analytical, and action oriented. In the 1970s, students and professors wishing to develop a shared consciousness about the nature of oppression often organized study groups focused on particular issues like the Vietnam war, imperialism, women's liberation, Marxist theory, and third world struggle. Study group members would read relevant literature and share their ideas, perspectives and personal histories with one another, in order to better define a problem and thereby come up with a plan of action to address it.

Chicana feminist study groups in the 1960s and 1970s often met to discuss sexism in the Chicano student movement. While they read feminist and third world literature and historical accounts

of Mexican women, they also discussed their personal experiences of sexism, racism, and classism. They shared what they learned in the study group with others through newspapers and journals like Hijas de Cuauhtemoc, and thus began to define the contours of Chicana feminism.



Our class will follow this model. Our readings, class activities and assignments are designed to foster engagement, self-reflection and collaborative knowledge production. Like Chicanas in the 1970s, we will share what we learn in class with a broader public through the production and publication of a class newspaper.

My role

There is an old saying in Spanish: “Más sabe el diablo por viejo que por diablo” (the devil knows more because he is old than because he is a devil). I envision myself as a participant in our study group who has experience and knowledge that can be brought to bear to answer questions, add context, and clarify issues. My role will be as a facilitator and coordinator of our activities. I have chosen the readings and assignments, but they are only a starting point. I expect students to bring their own experiences, creative ideas and expertise to the class.

Assessment

My assessment model centers collaboration, mutual support and knowledge-exchange. My primary objective is to foster a space that is authentically student-centered, where everyone can find the bandwidth to truly engage with the concepts we discuss in class. For this reason, my approach to assignments and grading strives to balance students’ well-being with my learning goals for the course.

Assessment Categories:

20% - Attendance

30% - Annotations

50% - Semester-long Newspaper Project

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|---------------------------------------|---|-----------|
| Attendance & Participation | <i>Student participates in all class meetings and guest lectures (with exceptions for extenuating/challenging circumstances)</i> | 20 |
| Annotations | <i>Annotations on the weekly readings using Hypothesis. Each reading must include at least one annotation from you. All annotations must be completed by midnight the day before our discussion of the texts.</i> | 30 |
| Newspaper Project | <i>Contribute an article, drawing, or creative work to our class newspaper and work with a small group to create 1-2 pages for the final publication at the end of the semester. Each of the assignments below is worth 10 points.</i> <i>Assignment 1 (October 1): Analyze a Chicana Newspaper</i> <i>Assignment 2 (October 17): Write a Proposal for a Contribution</i> <i>Assignment 3 (November 5): Submit a draft of your contribution to me and share it with your working group</i> <i>Assignment 4 (December 3): Create a Newspaper Page(s) with your working group and share it with me</i> <i>Assignment 5 (December 10): Evaluate the small group process and your own performance</i> | 50 |

(see assignment handout for more detailed information)

Students get full credit for submitting all assignments, however I will request a do-over or rewrite if their work does not demonstrate a serious effort

Please see the **Course Policies** handout for more details about my expectations for your participation in this course

COURSE SCHEDULE

*Note: The readings and assignments below should be completed on the day they are assigned in the syllabus. I have indicated (**in red**) the weeks that involve a particularly heavy reading load (50 pages), please plan accordingly. For maximum success in the course, I strongly recommend that you try to do all the reading for the week over the weekend.*

INTRODUCTIONS

Monday, August 21

- Personal Introductions
- Introduction to Course: assignments, schedule, policies
- What is feminism? What is the Chicano Movement?

Wednesday, August 23

- Introduction to the Chicana por mi Raza Digital Memory Collective
 - Before class please browse the Chicana por mi Raza Public Website: www.chicanapormiraza.org.
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THE RADICAL 1960s: REVISITING THE CHICANO MOVEMENT

Monday, August 28

- Carlos Muñoz, Chapter 2: The Militant Challenge, in Youth, Identity, Power (28 pages)
- Watch in Class and Discuss: [Quest for a Homeland](#)

Wednesday, August 30

- Browse El Grito del Norte Vol. 2, No. 9, 1969 on Canvas and **read**: “El Plan Espiritual de Aztlán” (either English or Spanish version) and “The Women of La Raza” (by Enriqueta Longeaux y Vasquez)
 - Browse La Verdad, June 1970 on Canvas and **read**: “Resolutions from the Chicana Workshop”
 - Watch in Class and Discuss: [Yo Soy Joaquín](#)
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THE EMERGENCE OF “LA CHICANA” IN THE MOVEMENT YEARS

Monday, September 4

- Martha Cotera, “Our Feminist Heritage,” The Chicana Feminist, 1976 (1-8)
- Watch in Class and Discuss: [Chicana](#) (Dir. Sylvia Morales, 1979)

Wednesday, September 6

- Alma Garcia, "Development of Chicana Feminist Discourse, 1970-1980" (21 pages)
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Monday, September 11 (heavy reading week)

- Dolores Delgado Bernal, "Grassroots Leadership Reconceptualized" (24 pages)
- Watch and Discuss in Class: Chicano! ["Taking Back the Schools"](#)

Wednesday, September 13

- Espinoza, "Revolutionary Sisters" (27 pages)
 - Browse [Gloria Arellanes Collection](#) on Chicana por mi Raza Website
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CHICANAS FIND THEIR VOICE ON COLLEGE CAMPUSES

Monday, September 18 (heavy reading week)

- Maylei Blackwell, Chapter 2, "Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing" (43-69)

Wednesday, September 20

- Maylei Blackwell, Chapter 2, "Chicana Insurgencies: Stories of Transformation, Youth Rebellion, and Chicana Campus Organizing" (70-90)
 - Explore the following collections in class: Anna NietoGomez, Sonia Lopez, Ines Hernandez-Avila, Rita Sanchez
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CHICANA PRINT CULTURES

Monday, September 25

- Maylei Blackwell, Chapter 4, Engendering Print Cultures and Chicana Feminist Counterpublics in the Chicano Movement (27 pages)
- Browse these examples of Chicana print culture at home and discuss in class:
 - [Las Hijas de Cuauhtémoc](#), Issues 1,2,3 (1971)
 - [El Popo Femenil](#) (1973)

Wednesday, September 27

- Anna NietoGomez Class visit

Assignment 1 Analyze a Chicana Newspaper

DUE Sunday, October 1, 5:00pm

FIGHTING FOR POLITICAL POWER

Monday, October 2

- Espinoza, “The Partido Belongs to Those Who Will Work for It” (16 pages)
- Watch in class and discuss: [Chicano! Fighting for Political Power](#)

Wednesday, October 4

- Watch: Martha Cotera Oral History: [Part 3](#), [Part 4](#), [Part 5](#), [Part 6](#), [Part 7](#)
 - Browse [Martha Cotera Collection](#) on Chicana por mi Raza Website and read [Mujeres por la Raza Agenda](#), [Mujeres Pro-Raza Unida Statewide Conference Resolutions](#).
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WITH AND AGAINST FEMINISM

Monday, October 9

- Maria Teran, “Chicanas Reject Feminist Tokenism” La Raza, Vol 2, No. 9, 1969, Page 5.
- Anna NietoGomez, “La Feminista,” [Encuentro Femenil](#), Vol. 1, No.2 (1974), 34-47.

Wednesday, October 11

- Anna NietoGomez, “What’s it all About: The Women’s Movement” [Women Struggle](#), page 8
 - Martha Cotera, “Among the Feminists: Racist and Classist Issues,” [The Chicana Feminist](#), pages 33-48.
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Assignment 2: Write a Proposal for a Contribution to our Class Newspaper

DUE Sunday, October 17, 5:00pm

MID-SEMESTER IDEATION PROCESS

Monday, October 18

- Present your idea for an article, interview, or creative work to the editorial collective in class. Presentations should be no more than 5 minutes long. You can use the digital projector if your presentation requires sharing images.

Wednesday, October 20

- In class ideation process: During this class period, we will determine the format, content, style and title of our newspaper. We will also form small working groups to design individual pages.
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THIRD WORLD IMAGINARIES

Monday, October 23

- Dionne Espinoza, “La Raza en Canada” (15 pages)
- Look at Archive in Class (Canvas): Report on the Third World Conference

Wednesday, October 25

- Marisela Chavez, “Pilgrimage to the Homeland: California Chicanas and International Women’s Year, Mexico City, 1975” (20 pages)
 - Explore Archive in Class (Canvas):
 - La Raza, Vol.2, No. 6, 1975, “International Women’s Year Conference Report”
Lupe Anguiano
 - RUP Statement on IWY Conference
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LOCAL KNOWLEDGES

Monday, October 30

- Brenda Sendejo, “The Space in Between: Exploring the Development of Chicana Feminist Thought in Central Texas” (17 pages)
- Archive (Canvas): Chicana Research and Learning Center Concept Paper

Wednesday, November 1

- Martha Cotera Class Visit
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Assignment 3: Draft of Contribution

DUE Sunday, November 5, 5:00pm

QUEER AZTLAN

Monday, November 6

- Osa Hidalgo de la Riva, “Visions Of Utopia While Living In Occupied Aztlán” (18 pages)

- Gloria Anzaldua, “Many Roads, One Path, A Testimonio” (11 pages)

Wednesday, November 8

- Primitive and Proud Film Screening
 - Osa Hidalgo de la Riva Class visit
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INTERSECTIONAL CHICANX/WOMAN OF COLOR FEMINISMS

Monday, November 13 (heavy reading week)

- Linda Burnham, Introduction, Time to Rise (6 pages)
- Gloria Anzaldúa and Cherríe Moraga, This Bridge Called My Back: Writings by Radical Women of Color (Read through page 32 on the PDF, more if you like!)
- Browse Archive in class (Canvas)
 - Program, This Bridge Called my Back reading
 - Women of Color News, Madison Wisconsin

Wednesday, November 15

- Gloria Anzaldúa, “La Consciencia de la Mestiza,” Borderlands/La Frontera
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November 20 - 25: FALL BREAK

I will return drafts with feedback before Fall break so that you can have a final draft ready for paste-up when we return on November 27

BRINGING IT ALL TOGETHER

Monday, November 27

- In-Class Work Session

Wednesday, November 29

- In-Class Work Session
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Assignment 4: Mock-up of Newspaper Page(s)

DUE Sunday, December 3, 5:00pm

Monday, December 4: LAST DAY OF CLASS

- Share your Mock-ups in class
 - Reflection on the process
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Assignment 5: Group and Self Evaluations

DUE Sunday, December 10, 5:00pm
