



**Professor Maria Cotera**

**GEA 127**

**T/TH: 9:30-11:00**

**Office Hours: Tuesday 11:00-2:00**

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## Course Description

This course tracks the rise and development of Chicana feminist consciousness in the 1960s and 1970s across the Southwest 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 not only racist and sexist stereotypes but also 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 publications.

## 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

## 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 publication 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 magazine.

## 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:

<b>Student Survey</b>	<i>Fill out the class survey to give me a better sense of who you are and what you bring to the table</i> <b>Survey Due: January 21</b>	<b>5 pts</b>
<b>Attendance &amp; Participation</b>	<i>Participate in all class meetings and guest lectures (with exceptions for extenuating/challenging circumstances). On occasion I may assign pop quizzes which will factor into your participation grade.</i>	<b>10 pts</b>
<b>Annotations</b>	<i>Contribute annotations on the weekly readings using Hypothesis, a social reading tool. 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>	<b>30 pts</b>
<b>Newspaper Project</b>	<i>Contribute an article, drawing, or creative work to our class magazine. Each of the assignments below is worth 10 points.</i>  <b>Assignment 1 (February 18):</b> Analyze a Chicana/WOC Publication  <b>Assignment 2 (March 3):</b> Write a Proposal for a Contribution & meet with Professor Cotera  <b>Assignment 3 (March 24):</b> Submit a draft of your contribution  <b>Assignment 4 (April 21):</b> Create a mock-up of your magazine page(s) with graphics/artwork on Canva  <b>Assignment 5 (April 28):</b> Evaluate the working process and your own performance	<b>50 pts</b>
<b>Final Exam</b>	<i>Our final exam is scheduled for:</i> <b>Thursday, May 2, 1:00 pm-3:00 pm</b> <i>Attendance is mandatory</i>	<b>5 pts</b>

**(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 by the day they are assigned in the syllabus. On average, you will be reading between 20-50 pages per week. I have indicated (**in red**) the weeks that involve a particularly heavy reading load (more than 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.*

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### INTRODUCTIONS

#### Tuesday, January 16

- Introduction to Course: assignments, schedule, policies
- What is feminism? What is the Chicano Movement?
- **Homework: Review the syllabus and Assignment sheet on canvas and take a pop quiz**

#### Thursday, January 18

- Introduction to the Chicana por mi Raza Digital Memory Collective
  - Before class please browse the Chicana por mi Raza Public Website: [www.chicanapormiraza.org](http://www.chicanapormiraza.org).
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### Complete Student Survey

**DUE Sunday, January 21, 5:00pm**

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## ***THE RADICAL 1960S: THE CHICANO MOVEMENT***

**Tuesday, January 23**

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

**Thursday, January 25**

- Browse [El Grito del Norte](#) Vol. 2, No. 9, 1969 on Canvas and **read**: “El Plan Espiritual de Aztlan” (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 Joaquin](#)

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## ***THE EMERGENCE OF “LA CHICANA” IN THE MOVEMENT YEARS***

**Tuesday, January 30**

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

**Thursday, February 1**

- Alma Garcia, “Development of Chicana Feminist Discourse, 1970-1980” (21 pages)

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**Tuesday, February 6 (heavy reading week)**

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

**Thursday, February 8**

- 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***

**Tuesday, February 13 (heavy reading week)**



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

**Thursday, February 15**

- 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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**Assignment 1 Analyze a Chicana Newspaper**

**DUE Sunday, February 18, 5:00pm**

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## **CHICANA PRINT CULTURES**

**Tuesday, February 20**

- 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)
  - [Imagines de la Chicana](#) (1973)
  - [Hembra](#) (1976)

**Thursday, February 22**

- Guest Speaker
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## **FIGHTING FOR POLITICAL POWER**

**Tuesday, February 27**

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

**Thursday, February 29**

- 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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**Assignment 2: Submit a Proposal for a Contribution to our Class Magazine and schedule a meeting with Professor Cotera**  
*(see assignment sheet for more details)*

**DUE Sunday, March 3, 5:00pm**

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## **MID-SEMESTER IDEATION PROCESS**



### **Tuesday, March 5**

- 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.

### **Thursday, March 7**

- 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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## **SPRING BREAK: MARCH 11-17**

*Work on your contributions over break, your draft is due on Sunday, March 24*

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### **WITH AND AGAINST FEMINISM**

#### **Tuesday, March 19**

- Maria Teran, "Chicanas Reject Feminist Tokenism" *La Raza*, Vol 2, No. 9, 1969, p. 5.
- Anna NietoGomez, "La Feminista," Encuentro Femenil, Vol. 1, No.2 (1974), 34-47.

#### **Thursday, March 21**

- 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 3: Draft of Contribution**

**DUE Sunday, March 24, 5:00pm**

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### **THIRD WORLD IMAGINARIES**

#### **Tuesday, March 26**

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

#### **Thursday, March 28**

- 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**

### **Tuesday, April 2**

- 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

### **Thursday, April 4**

- Martha Coteria Class Visit
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***Feedback and editing process (receive comments, return draft, meet with professor Coteria)***

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## **QUEER AZTLAN**

### **Tuesday, April 9**

- 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)

### **Thursday, April 11**

- CANVA Tutorial
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***Feedback and editing process (receive comments, return draft, meet with professor Coteria)***

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## **INTERSECTIONAL CHICANX/WOMAN OF COLOR FEMINISMS**

**Tuesday, April 16 (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!)

**Thursday, April 18**

- Gloria Anzaldúa, "La Consciencia de la Mestiza," Borderlands/La Frontera
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**Assignment 4: Mock-up of Magazine Page(s) with graphics on Canva**  
(see assignment sheet for more details)

**DUE Sunday, April 21, 5:00pm**

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**BRINGING IT ALL TOGETHER**

**Tuesday, April 23**

- In-Class Work Session

**Thursday, April 25**

- In-Class Work Session
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**Assignment 5: Group and Self Evaluations**  
(see assignment sheet for more details)

**DUE Sunday, April 28, 5:00pm**

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**FINAL EXAM**

**Thursday, May 2, 1:00-3:00 pm**

- Group Reflection on the process