



ETHN 137 Latina Issues and Cultural Production
Mondays, 5:00-7:50pm
PETER 103

Instructor: Mark Redondo Villegas
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Description

This course provides a historical and contemporary survey on Chicana/o and Latina/o discourses, including those focusing on transnational feminism, mestizaje, racialized/sexualized violence, queer politics, and the dynamics in neoliberal global exchange (i.e. border factories, free trade zones, and migratory labor). In order to unpack these discourses, an emphasis is placed on cultural productions by and about Latinas (especially in music, film, digital media, and literature). Students are tasked with decoding and interpreting these productions for their multiple, nuanced, and layered political significance. As a research method, students are invited to create their own cultural productions, such as poetry, digital media, music, or other forms of artistic expression as they relate to course materials.

Learning Objectives

1. Explain the ways in which scholarship on Latinas provides critical discourses on "borders."
2. Identify the political positions of Latinas in the U.S. and globally.
3. Recall the operations of pleasure, power, and agency in Latina cultural production.
4. Articulate the meanings of multiplicity in Latina/o cultural narratives.
5. Develop an expansive and flexible conceptualization of "politics."
6. _____
7. _____

Main textbooks

- Isabel Quintero, *Gabi: A Girl in Pieces*
- Deborah Paredez, *Selenidad: Selena, Latinos, and the Performance of Memory*

Grading Criteria

Weekly Responses (30%)

Individually, you will craft an original 500-700 word (around one-page, single space) response paper to the readings and lectures for the given week. You will be graded based on quality of grammar usage, reading comprehension (somehow demonstrate that you read ALL of the

assignments), and active intellectual engagement with the material. Specifically, you will be graded based on the inclusion of four elements:

1. Identify and consolidate the main arguments/claims/themes. Keep this short: the more concise, the better.
2. Consolidate with other readings or films (i.e.: do they speak to each other?).
3. What interests you in the readings? Or are you convinced by the readings?
4. Raise at least one question.

A few of these assignments may ask you to respond to a given question or a prompt.

Weekly Group Presentations (20%)

Groups will be assigned a week to interpret, analyze, and present the given week's theme and materials.

Final Response (20%)

A final response paper, also 700-800 words, will require you to respond to a question or prompt posed by your instructor in class. Grading will be based on a critical and thoughtful understanding of the class's overarching intellectual themes.

Participation (10%)

Attendance is mandatory. Each class meeting is worth 1 point. Tardiness is worth ½ point. Missing more than one class can result in a participation grade of 0. Although you will receive most points for perfect attendance, only those who actively participate in class via engaged discussion and demonstrating leadership in groups can receive maximum points. Points will be severely deducted from those who simply "feed-off" of group members, miss group meetings, and fail to respond to group messages in a timely manner.

Group project (20%)

Each group will compose a video using the *Popcorn Maker* (<https://popcorn.webmaker.org>) application, which allows you to borrow online videos, edit them, and provide pop-up text commentary. Your videos can include clips from films we watch in the course or relevant films, TV shows, or music videos. The purpose of your project is to provide a robust engagement of debates/theories/narratives from readings, discussions, and lectures using this media format. See tutorial of *Popcorn Maker* here: <https://www.youtube.com/watch?v=16gmdAYBYU8>

Possible projects:

- Compare history/formation of Filipina vs. Latina global labor/migration
- In-depth examination of musical artists, such as Entre Mujeres or Las Cafeteras
- Or project of choice, upon consultation with instructor

Academic Dishonesty

All work is to be produced by the student. Any assignment, paper, presentation, etc. that is produced by anyone else other than the student being graded will result in an automatic F in the class and immediate disciplinary action. For more on academic dishonesty:

<https://students.ucsd.edu/academics/academic-integrity/index.html>

Special Accommodations and Needs

Students who require special accommodations and/or needs must notify me in person or via email so that I can best assist you. It is recommended you register with UCSD's Office for Students with Disabilities so that you can receive the appropriate assistance:

<https://disabilities.ucsd.edu/students/registering.html>

Electronic Devices Policy

Unless otherwise authorized, students are prohibited from using any electronic devices during class. If you need to use a device in an emergency, kindly step out of the class to address this.

Majoring or Minor in Ethnic Studies

Many students take an Ethnic Studies course because the topic is of great interest or because of a need to fulfill a college general education requirement. Often students have taken many ETHN courses out of interest, yet do not realize how close they are to a major, a minor, or even a double major. An Ethnic Studies major is excellent preparation for a career in law, education, medicine, public health, social work, counseling, public policy, and many other careers. If you would like information about the Ethnic Studies major or minor, please contact: Daisy Rodríguez, Ethnic Studies Department Undergraduate Advisor 858-534-3277 or d1rodriguez@ucsd.edu or visit www.ethnicstudies.ucsd.edu.

Tentative Schedule

Week 1 [Sep. 28]- Introduction

Class introductions, overview, and preliminary assignments.

(Know/Want to know/learn/more to learn) "KWL Plus" exercise on "Latina/o" and "Hispanic."

Video:

"What's the difference between Hispanic, Latino, and Spanish?"

<https://www.youtube.com/watch?v=gs2tdjzla8Y>

Organize groups

Week 2 [Oct. 5]- Borders and the Body

Readings due:

Mon-Wed:

- Introduction to the Fourth Edition, Preface, and Chapters 1-2 of *Borderlands/La Frontera: The New Mestiza* by Gloria Anzaldúa
- Karen Mary Davalos, "From Coherence to Mestizaje: Chicano Nationalism and Radical/Lesbian Chicana Feminism," in *Exhibiting Mestizaje: Mexican (American) Museums in the Diaspora*

Wed-Fri:

- Leo Chavez, "Anchor Babies," in *The Latino Threat: Constructing Immigrants, Citizens, and the Nation*
- Amy Lieberman, "Mexican Transgender Women Deported to Life of Peril," *WeNews*
- "Six women murdered each day as femicide in Mexico nears a pandemic," *Al Jazeera America*, <http://america.aljazeera.com/multimedia/2015/1/mexico-s-pandemicfemicides.html>
- "35% of Puerto Rican Women Sterilized," *The Chicago Women's Liberation Union*, <http://www.uic.edu/orgs/cwluherstory/CWLUArchive/puertorico.html>

Optional:

- "The Other Side of the Ciudad Juárez Femicide Story," *ReVista: Harvard Review of Latin America*, <http://revista.drclas.harvard.edu/book/other-side-ciudad-ju%C3%A1rez-femicide-story>

- Dolores Calderon, Dolores Delgado Bernal, Lindsay Perez Huber, Maria C. Malagon, Veronica Nelly Velez, "A Chicana Feminist Epistemology Revisited: Cultivating Ideas a Generation Later," *Harvard Educational Review*, 82.4 (2012)
- "The Puerto Rico Pill Trials," written excerpt from *The Pill* documentary, http://www.pbs.org/wgbh/amex/pill/peoplevents/e_puertorico.html

Week 3 [Oct. 12]- Transnational labor

Readings due:

Mon-Wed:

- Preface (under "Front Matter" menu) and Chapter 1, *Cannery women, cannery lives : Mexican women, unionization, and the California food processing industry, 1930-1950*, Vicki L. Ruiz (available online via UCSD library)

Wed-Fri:

- Chs. 1-2, Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*

Film screening:

Made in L.A., Maid in America, (<https://www.youtube.com/watch?v=WUQgFzkE3i0>), and/or *The Global Assembly Line*

Week 4 [Oct. 19]- Transnational labor continued

Readings due:

Mon-Wed:

- "Cross-Border Talk: Transnational Perspectives on Labor, Race, and Sexuality," Teresa Carillo, in *Talking Visions: Multicultural Feminism in a Transnational Age*
- Watch: "Portraits of the Unseen Domestic Laborers Behind L.A.'s Mansions," *The Atlantic*, <http://www.theatlantic.com/video/index/405163/unseen-domestic-laborers-behind-las-mansions/>

Wed-Fri:

- Miriam Ching-Louie, "¡La Mujer Luchando, El Mundo Transformando! Mexican Immigrant Women Workers," in *Sweatshop Warriors: Immigrant Women Workers Take On the Global Factory*
- Watch: *Maquilopolis*, <https://www.youtube.com/watch?v=WUQgFzkE3i0>

Guests: Ivonne Quiroz and Leo Esclamado, Executive Directors of TIGRA- Transnational Institute for Grassroots Research and Action: <http://transnationalaction.org>

Group meetings

Week 5 [Oct. 26]- Multiplicity

Readings due:

Mon-Wed:

- Chapter 7 of *Borderlands/La Frontera: The New Mestiza*
- Audio: "Are you 'Latino enough'? How (not) speaking Spanish creates Latino identity questions," <http://www.scpr.org/programs/take-two/2015/09/08/44388/are-you-latino-enough-how-not-speaking-spanish-cre/>
- Emily Lo, "A Cuban-Chinese *Familia*"

- John Paul Brammer, "To the Latinos Who Can't Speak Spanish," *Huffpost Latino Voices*, http://www.huffingtonpost.com/john-paul-brammer/to-the-latinos-who-cant-s_b_8127434.html

Wed-Fri:

- Roberto C. Garcia, "Hiding Black Behind the Ears: Dominicans, Blackness, and Haiti," *Gawker*
- Jarrette Fellows, Jr., "Black Mexico: Unearthing the 'Third Root,'" *Compton Herald*, <http://comptonherald.com/black-mexico-unearthing-the-third-root/>
- Abby Reimer, "Mexico's hidden people," *CNN Photos*, <http://www.cnn.com/2015/07/09/world/cnnphotos-afro-mexicans-culture/index.html>
- Raquel Reichard, "Whites View Light-Skinned Latinos as Smarter than Their Darker Counterparts," *Latina*
- Irene Lopez, "'But You Don't Look Puerto Rican': The Moderating Effect of Ethnic Identity on the Relation Between Skin Color and Self-Esteem Among Puerto Rican Women," *Cultural Diversity and Ethnic Minority Psychology*

KWL Plus and cover art exercises on *Gabi: A Girl in Pieces*

Video:

- Guest: Lucena Valle, Ph.D. student, Visual Studies Program, UC Irvine
- Third Root and Black Latina documentary videos
- "Asian American Life: September 2015," <https://youtu.be/kzafAsW26nk?t=22m12s>

Week 6 [Nov. 2]- Family and belonging

Readings due:

Mod-Wed:

- *Gabi: A Girl in Pieces*

Wed-Fri:

- "Antojos (Yolanda)" and/or "A Regular Revolution (Carla, Sandi Yoyo Fifi)" from Julia Alvarez, *How the García Girls Lost Their Accents*
- Belinda Campos, "Familialism, Social Support, and Stress: Positive Implications for Pregnant Latinas"

Exercises:

Letters from Gabi to ____.

Week 7 [Nov. 9]- Chicana cultural production, style, and resistance

Readings due:

Mon-Wed:

- *Gabi: A Girl in Pieces* (continued)

Wed-Fri:

- Preface and Chapter 2 of Catherine S. Ramírez, *The Woman in the Zoot Suit: Gender, Nationalism, and the Cultural Politics of Memory* (available online via UCSD library)

Film screening: Excerpt from *Zoot Suit* (1981)

Week 8 [Nov. 16]- Selena, blackness, and Americanizing Latinidad

Mon-Wed:

- Preface and Introduction of Deborah Paredez, *Selenidad* (available online via UCSD library)

Wed-Fri:

- Ch. 1 of Deborah Paredez, *Selenidad*

- Tara Lockhart, "Jennifer Lopez: The New Wave of Border Crossing," in *From Bananas to Buttocks: The Latina Body in Popular Film and Culture*

Film screening:

Selena (1997)

Week 9 [Nov. 23]- Selena and Latina memory-making

Mon-Fri:

- Ch. 2-3 of *Selenidad*

Wed-Fri:

- Ch. 4-Epilogue of *Selenidad*

Begin student presentations

Week 10 [Nov. 30]-

Student presentations

Final responses due