

ANTH 458/LATS 488-Senior Seminar
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Spring 2010

Dr. Carole Counihan
Office Hours: Tu 2:30-4:00
Th 2:30-4:00
F 10:30-12:30
and by appointment

Senior Seminar: Social Inequalities and Stories of Resistance

The course

ANTH 458/LLATS 488 - "Senior Seminar: Social Inequalities and Stories of Resistance" is open to junior and senior anthropology and sociology majors and minors, Latino Studies minors, and other students with permission of the instructor. It is a research seminar and colloquium. The course will explore a genre of research and writing known as testimonios—life stories collected by anthropologists (and others) from people who have struggled against structural inequalities due to gender, race, ethnicity, class, homophobia, disability, religion, and other forces. In the seminar we will read and discuss a set of common readings including different kinds of testimonios reflecting the diverse experiences of Latinas/os in the United States. Students will design, carry out, analyze, and write up a semester-long 10-30 page testimonio research project.

Course goals

1. Students will learn about the diverse experiences of Latinas and Latinos in the United States.
2. Students will learn what testimonios are and be able to critically assess their value and impact.
3. Students will construct, carry out, and write up a major testimonio research project as a capstone to their education in anthropology, sociology, or Latino Studies.
4. Students will improve their research, writing, oral communication, and critical thinking skills.

REQUIRED BOOKS – Bring assigned books/articles to class every day

Latina Feminist Group. 2001. *Telling to Live: Latina Feminist Testimonios*. Durham: Duke University Press. (TTL on syllabus)

Levy, Jacques E. 2007. *Cesar Chavez: Autobiography of La Causa*. Minneapolis: University of Minnesota Press. (Chavez on syllabus)

Taylor, José Inez and James M. Taggart. 2003. *Alex and the Hobo: A Chicano Life and Story*. Austin: University of Texas Press. (T&T on syllabus)

Articles on e-reserve

Balthaser, Benjamin. 2008. Cold War Re-Visions: Representation and Resistance in the Unseen *Salt of the Earth*. *American Quarterly*, 60, 2: 347-371.

Beverly, John. 1993. Chapter 4, "The Margin at the Center: On Testimonio," *Against Literature*. Minneapolis: University of Minnesota Press.

Counihan, Carole. 2008. *Mexicanas' Food Voice and Differential Consciousness in the San Luis Valley of Colorado*. In *Food and Culture: A Reader* revised edition. Eds. Carole Counihan and Penny Van Esterik. New York: Routledge, pp. 354-368.

Flores, Judith & Silvia Garcia. 2009. Latina Testimonios: A Reflexive, Critical Analysis of a "Latina Space" at a Predominantly White Campus. *Race, Ethnicity & Education* 12, 2:155-172.

Gugelberger, Georg and Michael Kearney. 1991. Voices for the Voiceless: Testimonial Literature in Latin America. *Latin American Perspectives* 18, 3, 3-14.

- Haig-Brown, Celia. 2003. Creating spaces: testimonio, impossible knowledge, and academe. *Qualitative Studies in Education*, 16, 3:415-433.
- Irizarry, Ylce. 2005. The Ethics of Writing the Caribbean: Latina Narrative as Testimonio. *LIT: Literature Interpretation Theory*, 16, 3: 263-284.
- Montes, Amelia María De la Luz. 2003. Tortilleras on the Prairie: Latina Lesbians Writing the Midwest. *Journal of Lesbian Studies*, 7, 3: 29-45.
- Sefcovic, Enid M. 2002. Cultural Memory and the Cultural Legacy of Individualism and Community in Two Classic Films about Labor Unions. *Critical Studies in Media Communication*, 19, 3: 329-352.
- Sternbach, Nancy Saporta. 1991. Re-membering the Dead: Latin American Women's "Testimonial" Discourse. *Latin American Perspectives* 18, 3:91-102.
- Vidal-Ortiz, Salvador. 2004. On Being a White Person of Color: Using Autoethnography to Understand Puerto Ricans' Racialization. *Qualitative Sociology*, 27, 2: 179-203.

Requirements

1. **Class attendance** (50 points). This course is a capstone seminar. You are expected to share your knowledge, questions, and perspectives with each other and the professor in a community of learners. Attendance is essential. You will earn two points for every class attended. If you are not in class, you will not get points, regardless of the reason for the absence.

2. **Dr. Salvador Ortiz Public Lecture** (10 points). Attend and write a one-page reaction paper about the lecture by Dr. Salvador Ortiz on "The Racialization of Latinos," Tues, February 2, 7:30 pm, Lehr, describing (1) the content of his lecture, (2) its relevance to ANTH 458/LATS 488.

3. **Four in-class open-book open-note quizzes** (10 points each, 40 points total). See syllabus for dates.

4. **Take-home mid-term exam** (40 points) due Tuesday, March 2.

5. **Take-home final exam** (40 points) due Tuesday, April 27.

5. **Research Project** (100 points) and oral presentation (20 points). Students will design, carry out, analyze, and write up a semester-long 10-30 page testimonio research project. Students will choose a topic, prepare a research design, carry out a research project, do a literature review, and write a final paper. Anthropology and sociology students must do a fieldwork project, recording and analyzing several interviews with one or more people focused on their history of struggle and survival in a specific cultural and historical setting. LATS students may do a fieldwork project or a research project based on published or archival sources, related to their major. Papers could focus on testimonios about immigration, political struggle, cultural displacement, discrimination (by gender, race, sexuality, ethnicity, religion, disability, national origin, etc), economic adversity, achievement, or survival. Students will work on their projects all semester and share their growing expertise with the class culminating in both the written paper and in a 10-15 minute oral presentation of their research project.

Students must prepare the following on the dates indicated:

- * Thurs, 1/28 – one paragraph statement of research topic due
- * Tues, 2/9 – 2-4 page research design and bibliography due

- * Tues, 3/23 – 1-3 page data report due
- * Tues, 4/13 – 10-30 page research paper due
- * Tues, 5/4 – revised 10-30 page research paper due with first draft with my comments – **changes must be in red or blue type**

* The research design should be 2-4 pages, word-processed doubled spaced. It describes the topic that you are investigating, explains why it is important, briefly discusses what others have done on this topic and cites **at least five scholarly sources**. It describes the study population and defines your methods. If you are collecting life histories or interviews, state the topics and questions that you want your informants to respond to and include a list of interview questions.

* The data report should be a 1-3 page description of your data and how you plan to organize them. Include an outline of your paper and copies of your data, such as: notes on readings, interview and participant observation notes, transcriptions, photographs, etc.

* The research paper should be 10-30 pages, word-processed, double spaced, with at least 1” margins all around. It should include the following sections:

- Abstract: 100-200 word summary of your paper including topic, data, methods, findings
- Acknowledgments: thanks to those who were helpful in your project
- Introduction: statement of the research question or problem
- Methodology: description of population and methods.
- Findings: organized description of what you found out, possibly with sub-sections
- Significance: discussion of what your findings mean and point to
- Problems: discussion of problems you encountered in your research and how you would remedy them; what you would do differently if you were to do this project over again
- Conclusion
- Appendices (optional): inclusion of information not in body of paper (e.g. list of informants, interview questions, glossary of key terms, etc.)
- Bibliography with at least five scholarly sources; include only those cited in the paper

Summary of requirements and grading scale:

Attendance	50	A	270-300 (A- 270-84, A 285-300)
Dr. Salvador Ortiz lecture	10	B	240-269 (B- 240-49, B 250-59, B+ 260-69)
4 quizzes	40	C	210-239 (C- 210-19, C 220-29, C+ 230-39)
Take-home mid-term exam	40	D	180-209 (D-180-89, D 190-99, D+ 200-209)
Take-home final exam	40	F	below 180
Oral presentation	20		
Term project	<u>100</u>		
TOTAL	300		

Syllabus

Date topic and assignment

1/19 Introduction to the course: topic, readings, expectations

1/21 Testimonios

READ - TTL “Introduction” 1-24

- Gugelberger and Kearney, “Voices for the Voiceless”

1/26 Telling to live: narratives of Latino culture **QUIZ #1**

READ – Beverly, “The Margin at the Center: On Testimonio”

- Morales, “Certified Organic Intellectual,” TTL 25-32

1/28 Feminist perspectives on Testimonios * **Research topics due—discussed in class**

READ – Sternbach, “Re-membling the Dead”

– Cantù, “Getting there *cuando no hay camino*,” in TTL 60-68

2/2 Complexities of “race” for Latinos - **Dr. Salvador Vidal-Ortiz guest lecture**

READ – Vidal-Ortiz, “On Being a White Person of Color”

- Souza, “Esta Risa No Es de Loca” TTL 114-122

- Acevedo, “Daughter of Bootstrap” TTL 139-147

Required lecture: Dr. Salvador Vidal-Ortiz, “The Racialization of Latinos,” Tues, Feb 2, 7:30 pm, Lehr

2/4 Complexities of Sexuality and testimonios

READ – De La Luz Montes, “Tortilleras on the Prairie”

– Fiol-Matta, “Beyond Survival,” in TTL 148-155

2/9 * **2-4 page research design and bibliography due**

2/11 Genre and testimonios

READ – T&T xi-12

- Irizarry, “The Ethics of Writing the Caribbean”

2/16 Fiction and testimonios

READ – T&T 15-70

2/18 Ethnography and testimonios **QUIZ #2**

READ – T&T 73-103

- Counihan, “Mexicanas’ Food Voice”

2/23 Ethnography and testimonios

READ – T&T 104-135

– López, “Reflection and Rebirth,” TTL 69-85

2/25 Gender, ethnography and testimonios

READ – T&T 136-166

– Morales, “My Name Is This Story,” TTL 100-103

3/2 Genre, testimonios, and film: *Salt of the Earth* **Take-Home Mid-term Due**

3/4 Genre, testimonios, and film continued: *Salt of the Earth*
READ - Balthaser, "Cold War Re-Visions" or Sefkovic, "Cultural Memory"

Spring Break

3/16 Testimonios: personal and political
READ – Chavez xi-22
– Alvarez, "Snapshots," TTL 177-184

3/18 Biography and testimonios **QUIZ #3**
READ – Chavez 23-72
– Lomas, "Resisting the Alchemy of Erasure," TTL 104-113

3/23 Polyphonic testimonios ***1-3 page data report due**
READ – Chavez 73-114
– Cantú, "A *Escondidas*," TTL 123-131

3/25 Political testimonios: is the personal political?
READ – Chavez 115-165
– Behar, "Temporary Latina," in TTL 231-237

3/30 Political testimonios: is the political personal?
READ – Chavez 166-214
– Acevedo, "Speaking among Friends," in TTL 250-262

4/1 Political testimonios: subjective history?
READ – Chavez 215-268
– Avila, "Telling to Live," TTL 298-301
– Flores-Ortiz, "*Desde el Divàn*," in TTL 294-297

4/6 Political testimonios **QUIZ #4**
READ – Chavez 269-325
– Zavella, "*Tenemos que seguir luchando*," TTL 348-355

4/8 Bringing testimonios back home
READ – Haig-Brown, "Creating spaces"
– Flores and Garcia, "Latina Testimonios"

4/13 * **10-30 page research paper due**

4/15 *oral presentations*

4/20 *oral presentations*

4/22 *oral presentations*

4/27 *oral presentations* **Take-home final exam due**

4/29 *oral presentations*

FINAL EXAM PERIOD: Tues, May 4, 10:15-12:15 * **Revised 10-30 page research paper due—hand in with first draft with my comments—changes must be in red or blue type**