



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE February 26, 2009

1. ACADEMIC UNIT: Division of Humanities, Arts & Cultural Studies

2. COURSE PROPOSED: WST 473 Latina/Chicana Representation 3
(prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: C. Alejandra Elenes Phone: (602) 543-3315
Mail Code: 2151 E-Mail: elenes@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Literacy and Critical Inquiry-L ☐
Mathematical Studies-MA ☐ CS ☐
Humanities, Fine Arts and Design-HU ☐
Social and Behavioral Sciences-SB ☒
Natural Sciences-SQ ☐ SG ☐

Awareness Areas

Global Awareness-G ☐
Historical Awareness-H ☐
Cultural Diversity in the United States-C ☐

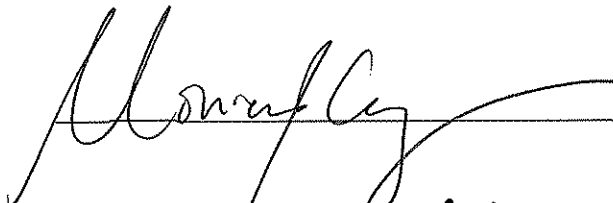
6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

Please see the justifications attached to each general studies criterion checksheet

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: _____

Is this amultisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? _____


Mandatory Review



ARIZONA STATE UNIVERSITY

Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 3-3-09

Arizona State University Criteria Checklist for

SOCIAL AND BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Studies designation in the Social and Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories and principles, (2) the methods used to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA			
A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus, justification
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	syllabus, justification
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <p>a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).</p> <p style="text-align: center;">OR</p> <p>b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).</p>	syllabus, justification
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus, justification
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS: <ul style="list-style-type: none"> • Courses with primarily fine arts, humanities, literary, or philosophical content. • Courses with primarily natural or physical science content. • Courses with predominantly applied orientation for professional skills or training purposes. • Courses emphasizing primarily oral, quantitative, or written skills. 	

Course Prefix	Number	Title	Designation
WST	473	Latina/Chicana Representation	social & behavioral

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	This interdisciplinary course examines how Latina/Chicana women interact in contemporary U.S. society. Issues covered in the course include the development of Latina/Chicana identity such as mestiza consciousness, reproductive rights, immigration, representation in media & culture, and violence against Latina women.	syllabus, course description, table of content of the books.
2. Course content emphasizes the study of social behavior such as that found in anthropology, economics, cultural geography, history (plus sociology, etc.)	The course examines the lives of Latina/Chicana women from an interdisciplinary perspective that includes education, history, sociology, women's studies and cultural studies.	syllabus, course description, assignments, and table of contents of the books.
3. b. Course emphasis the distincts methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	The course aims to teach students the foundations of research and analytical skills in the behavioral sciences. Specifically, throughout the semester the students design and produce a qualitative research paper focusing on Latina/Chicana women and applying the concept of mestiza consciousness.	Syllabus, readings, final paper description

4. Course illustrates use of social and behavioral sciences perspectives and data	Throughout the course students must read and analyze the assigned texts through social and behavioral perspectives and data on reproductive rights, violence against women, and migration. This analysis is conducted with all the books, including fiction.	Syllabus, response papers assignment, final paper and table of contents of the books.
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Arizona State University at the West Campus
Latina/Chicana Representation
WST 473/AMS 429/MAS/WST 598
Fall 2008
Sands 230

Professor: C. Alejandra Elenes, Ph.D.
Phone: (602) 543-3315
Office: FAB N 285
Fax: (602) 543-3312
e-mail: elenes@asu.edu
Office hours: Fridays 9:00 a.m. – 10:00 p.m.
Or immediately after class and/or by appointment.

COURSE DESCRIPTION:

This course examines contemporary issues regarding Chicana and Latina women in the U.S. The course is comparative and interdisciplinary, drawing from education, history, sociology, women's studies, and cultural studies. Special emphasis is placed on applying borderlands theories and mestiza consciousness methodologies to the study of Chicana/Latina women's experiences and contributions to contemporary academic discourses.

COURSE FORMAT:

This is a seminar where students are expected to actively participate in class presentation, discussion, and construction of knowledge. Students must come prepared to discuss the readings assigned to each class. Each week a student will be responsible for leading discussion and providing background information of the author or topic we are reading. Instructor and students will bring in additional material such as videos and newspaper clippings. Because this is a seminar, we should have "fun" discussing readings and topics of interest.

REQUIRED TEXTS:

Anzaldúa, Gloria. 2007. *Borderlands/La Frontera: the New Mestiza*, third edition. San Francisco: Aunt Lute.

Gutiérrez, Elena R. (2008). *Fertile Matters: The Politics of Mexican-Origin Women's Reproduction*. Austin: University of Texas Press.

Limón, Graciela. 1990. *In Search of Bernabé*. Houston: Arte Público Press.

Pope Duarte, Stella. (2008). *If I Die in Juárez*. Tucson: University of Arizona Press.

The texts can be purchased at the ASUW Bookstore.

There is also a reader. The reader **must be purchased online on universityreaders**. Please place your order at <http://www.universityreaders.com/students>. (Note: When you purchase the reader click under Arizona State University, not Arizona State University West on the "university" prompts).

Note: Please use cell phone etiquette! Turn off your phone and other electronic devices during class.

Course Requirements:

Attendance: All students are expected to attend and participate in class discussion. This means arriving to class on time, not leaving early, and participating in the discussion of the readings. Students must let me know if they must miss class and/or leave early. Only real emergencies will credit a student's absence. **Points 10**

Response Papers: Students will write response papers for each of the books or articles we will read during the semester. In total there are five response papers. The response papers will be due the class after we finished discussing each book/articles. These papers must be typed. The length is 3 pp long, double-spaced. Each paper is worth 10 points, for a total of **50 points**. Due dates are marked in the syllabus.

Leading Class Discussion: Students will select one class in which they will lead discussion. You will develop questions or comments on the readings in order to start the discussion of the book. You are required to provide background information on the author or topic covered the day of your presentation. Think about anything, in a productive way, in the readings that trigger your thoughts or that you want to share with the group. **Points 10.**

Final Project: Final Project: We will divide the class into groups of 4-5 people and each group will work on a qualitative research paper on a topic of their choosing (but that deals with Chicana/Latina women, and in which you will apply mestiza consciousness methodologies.) A qualitative study involves interpretative analyses usually of interview or ethnographic data. Examples of topics include generational differences and cultural identity among Chicana women; domestic violence in immigrant Mexican communities; educational trajectory of Chicana/Latina women. Each group will make a very creative oral presentation using visual aids (e.g., PowerPoint, videos, collages, etc.) **Points 30 Due Date: December 12, 2008.**

Grading Scale:

97-100 points	A+	82-80 points	B-
93-96 points	A	77-79 points	C+
92-90 points	A-	76-70 points	C
87-89 points	B+	69-60 points	D
83-86 points	B	59-00 points	E

Academic Integrity: "The Highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units."

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC, UCB 130) provides information and services to students with any documented disability who are attending ASU's West Campus. Please contact the DRC at (602) 543-8145 if you need any accommodations or have any concerns.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: <http://www.asu.edu/epoupdate/>

NOTE: It is possible that some students might consider some of the material in this course to be sensitive.



The course is structured in the following way:

Introduction

8/29 Course Introduction
Discussion on topics for final papers, organization of groups for final paper.
Students will select the day and reading they will lead discussion.

Video:
Adelante Mujeres

Chicana Feminisms & Latinidades

9/5 Read:

Dicochea, Perlita. (2004). "Chicana Critical Rhetoric: Recrafting La Causa in Chicana Movement Discourse, 1970-1979" *Frontiers* pp. 77-92; Hurtado, Aída (1998) "*Sitios y Lenguas: Chicanas Theorize Feminisms Hypatia* pp. 134-161; Mendible, Myra. (2007). "Embodying Latinidad: An Overview" pp. 1-28. Flores, Lisa. (2000). "Reclaiming the 'Other': Toward a Chicana Feminist Perspective" *International Journal of Intercultural Relations*, pp. 687-705. (course reader packet).

Transfrontera

9/12 Read:

If I Die in Juárez pp. 1-106.

9/19 Read:

If I Die in Juárez pp. 107-217.

9/26 Read:

If I Die in Juárez pp. 218-328.

Borderlands: Mestiza Consciousness

10/3 *Borderlands/La Frontera*, Introduction to Third Edition, and Introduction to Second Edition by Sonia Saldivar-Hull, Chapters 1, 2, & 3 and poem "To live in the Borderlands means you" (Select other poems of interest).

Anzaldúa, G. "Preface"; Keating, A. "Introduction"; & Sandoval, C. "Afterword" *this bridge we call home* pp. 1-26 (course reader packet).

Due: Response Paper *If I Die in Juárez*

10/10 AACHE Conference La Sala Ballroom

Continuation: Borderlands: Mestiza Consciousness

10/17 *Borderlands/La Frontera*, Chapters 4, 5, 6 & 7 poem, Don't Give In, *Chicanita* Interview.

Reproductive Rights

10/24 Read:

Fertile Matters Chapters 1-4

Due: Response paper *Borderlands/La Frontera*

Continuation: Reproductive Rights

10/31 Read:

Fertile Matters Chapters 5-7 & Epilogue

Puerto Rican Women

11/7 Read:

Acosta-Belén, Edna & Santiago, Carlos E. (2006) "Social and Civil Rights Struggles" pp. 147-167; Romero-Cesareo, Ivette (1994) "Whose Legacy?: Voicing Women's Rights from the 1870s to 1930s" *Callaloo* pp. 770-789; Quiñonez Rivera, Maritza (2006). "From *Trigueñita* to Afro-Puerto Rican: Intersections of the Racialized, Gendered, and Sexualized Body in Puerto Rico and U.S. Mainland" *Meridians* pp. 162-182. (course reader packet).

Video: *Brincando El Charco*

Due: Response Paper *Fertile Matters*

Puerto Rican Women (Continuation)

11/14 Read:

Negrón-Muntaner, Frances. (2004). "Barbie's Hair: Selling Out Puerto Rican Identity in the Global Market" and "Jennifer's Butt: Valorizing the Puerto Rican Racialized Female Body" pp. 206-246. (reserve).

Salvadorans in the U.S.

11/21 *In Search of Bernabé*

Due: Response Paper Puerto Rican Women

11/28 **Thanksgiving, No Class.**

Dominican & Cuban Women

12/5 Read:

Dominican Women:

Read:

Ricourt, Milagros. (2002). "An Added Burden for Dominican Women" pp. 87-94; Ricourt, Milagros (2002) "Reaching the Promised Land: Undocumented Dominican Migration to Puerto Rico" *Centro Journal* pp. 225-243. (course reader packet).

Cuban women:

Behar, Ruth. "Introduction: *Bridges to Cuba/Puentes a Cuba* pp.1-18; García, Cristina. "Inés in the Kitchen" pp. 152-157.

Chicana Feminist Methodologies

Delgado Bernal, Dolores (1998) "Using a Chicana Feminist Epistemology in Educational Research" *Harvard Educational Review*, pp. 555-672.

Saavedra, Cinthya & Nymark, Ellen D. (2008). "Borderland-Mestizaje Feminism: The New Tribalism." In *Handbook of Critical and Indigenous Methodologies*, edited by Norman K.

Denzin, Yvonna Lincoln & Linda Tuhiwai Smith, pp. 255-276. (Digital Reserve).

Due: Response Paper *In Search for Bernabé*

12/12

Due: Final Papers and Oral Presentations.

Latina/Chicana Representation Handout Research Paper

Purpose: To conduct, in group, a qualitative research paper on a topic dealing with Chicana/Latina women. As much as possible, groups should apply Gloria Anzladúa's notion of mestiza consciousness. Because this is a qualitative study, students are required to conduct and analyze interview data. The groups should also contextualize the research by providing pertinent background information, review of literature on the topic, and explain the theoretical framework and the methodology.

Format: Each group will follow the protocols of qualitative research methodologies, so each paper will include the following:

1. Introduction
2. Theoretical framework—background information
3. Review of the Literature
4. Methodology
5. Analysis and discussion of the interview data
6. Conclusion
7. Works cited
8. Appendix (questionnaire, other information you would like to share)

Division of Labor: Each member of the group is responsible for one of sections of the paper (e.g., theoretical framework, review of the literature, etc.). Everybody must conduct two interviews, transcribe them, and bring them to class on the day (date to be decided) we will work on selecting the categories of analysis. Students are also responsible for analyzing one of the categories of analysis.

Oral Presentation: Each group will orally present their findings. Please make the presentation as creative and entertaining as possible. Use audiovisual tools to make the presentation lively (e.g., PowerPoint, video, etc.).

What to do now: All the topics are selected, so start to look for scholarly sources that can give you background information and for the review of the literature. Start thinking about what angle or perspective you want the paper to follow and who you might want to interview.

Latina/Chicana Representation
WST 473/AMS 429/MAS 598
Fall 2008

What is a Review of the Literature, Anyway?

Explanation: The review of the literature is a thorough examination of the existing scholarly works on a particular topic. Through a literature review, a scholar demonstrates that she/he knows the topic and is up to date on existing research. It also helps scholars to demonstrate where the gaps in the literature are in order to demonstrate the significance of further research on a given topic. It helps contextualize a research project by letting readers know why the present research is important.

How to conduct a literature review:

- First, let's start by what a literature review is not. It is not an annotated bibliography that summarizes the key elements of each article, chapter, or book.
- It is a critical examination of existing research.
- Identify key themes in the literature.
- Organize the review of the literature among those themes. Use headings or sub-headings.
- Link with the theory and background information.

Latina/Chicana Representation
WST 473/AMS 429
Handout
Response Papers

What is a Response Paper?

A response paper is a critical engagement with the books or articles we are reading in class. Critical engagement is a process of interpretation. A response paper does not summarize the reading; rather you pick up a theme and explain how the author presents the theme.

How to write a response paper

In a response paper you have limited space, only 3 pp.; therefore, you cannot address all of the issues and themes presented in a book. You certainly cannot summarize the book. Therefore what you want to do is start by explaining what the book (or series of articles) are about and what are the main points or themes the author is presenting. Then, let the reader know what your focus in the paper is and why. The rest of the paper should be dedicated to the theme you have chosen. Explain how the author presents the theme, what examples or evidence she uses to back up her arguments. Analyze how these arguments are presented. Are the arguments coherent? Is the author presenting contradictory evidence? If it is contradictory, is the author conscious about the contradiction? Is the line of argument easy to follow? What do you think (that is your interpretation) of what the author is saying. [Please note that these questions are suggestive (guidelines) and you are not asked to answer them.]

Conducting a critical analysis means that you are interpreting what the author is saying, and not focusing on whether the book is “good” or “bad” or “positive” or “negative.” While it is “normal” to like or dislike some books, a critical analysis goes beyond this point. Think about how the book speaks or does not to you. Engage the book in this way. Finally, while I do want to encourage you to express your opinion, a response paper is not only based on opinion. It is certainly part of what you do, but you also need to back up your arguments and use examples from the book.

Length and other expectations

Each response paper should be written clearly with good grammar and correct spelling. Each response paper is 3pp long double-spaced. Response papers do not need a bibliography given that I know which book you are responding to.

If you have questions call me at (602) 543-3315 or e-mail at Elenes@asu.edu

Please note that the books *In Search of Bernabé* and *If I die in Juárez* do not have table of contents.

FERTILE MATTERS

The Politics of Mexican-Origin Women's Reproduction

ELENA R. GUTIÉRREZ

Chicana Matters Series

Deena J. González and Antonia Castañeda, editors

Chicana Matters Series focuses on one of the largest population groups in the United States today, documenting the lives, values, philosophies, and artistry of contemporary Chicanas. Books in this series may be richly diverse, reflecting the experiences of Chicanas themselves, and incorporating a broad spectrum of topics and fields of inquiry. Cumulatively, the books represent the leading knowledge and scholarship in a significant and growing field of research and, along with the literary works, art, and activism of Chicanas, underscore their significance in the history and culture of the United States.



UNIVERSITY OF TEXAS PRESS
AUSTIN

For my parents, Félix Frank Jr. and Maria Elena Gutiérrez

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A NOTE ON TERMINOLOGY

Throughout this book, I use the terms *women of Mexican origin* and *Mexican-origin women* to designate both women who have migrated from Mexico and those of Mexican descent who were born in the United States. I also refer to those who have migrated from Mexico during their lifetime as *Mexican immigrant women*. The same terms are used for their male counterparts.

Gloria Anzaldúa

Borderlands La Frontera

The New Mestiza



THIRD EDITION

to Chela Sandoval, Rosa-María Villafañe-Sosolak, Osa Hidalgo de la Riva, Lisa Carim, Sue Schwiak, Viviana Varela, Cindy Cleary, Papusa Molina and Rusty Barcelo;

to Lisa Levin, Shelley Savren, Lisa Albrecht, Mary Pollock, Lea Arellano, Christine Weiland, Louise Rocha, Leon Fishman, Claude Talley;

to my family: my mother, Amalia; my sister, Hilda; my brothers, Urbano (Nune) and Oscar (Carito); my sisters-in-law, Janie and Sara; my niece, Missy, and my nephew, Urbie; Tío Pete y Tía Minga; and especially to the memory of my father, Urbano, and my grandmothers, Eloisa (Locha) and Ramona;

gracias a todos ustedes.

THIS BOOK

is dedicated *a todos mexicanos*
on both sides of the border.

G.E.A.

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