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Adela de la Torre and Beatriz M. Pesquera, eds. *Building With Our Hands*. (Berkeley: University of California Press, 1993) 281 pp., \$14.00 paper, \$45.00 cloth.

Building With Our Hands is a milestone in the development of Chicana Studies and its possibilities. This multidisciplinary anthology critiques the cultural, political and economic conditions of Chicanas in the U.S. by voicing their struggles against race, class, gender, and sexual oppression.

The volume is divided into three innovative multidisciplinary parts. Part I, "Acts of Domination," juxtaposes historical, ideological, cultural studies, and psychoanalytic approaches to illustrate Chicanas' subordination and contestation. The section includes articles on Amerindian women's rape, the construction of a Chicana feminist subject, and psychoanalysis. The juxtaposition of the three articles provides an excellent overview of the history of Chicana oppression. The richness of this section also stems from its theoretical approach, and Perez's invocation and critique of psychoanalysis from a Chicana perspective are valuable constructions of Chicana feminist theory.

Part II, "Cultural Representation/Presentation," links historical and contemporary forms of resistance and accommodation employed by Chicanas/Mexicanas against racial and sexual oppression. Gonzales and Veyna's respective articles illustrate women's resistance and survival in the nineteenth century. Ruiz's oral histories are accounts of adolescent acculturation process in the '30s and '40s. Fregoso applies feminist film criticism to analyze patriarchal accounts of Chicana motherhood in two Hollywood films. This section represent the dual axis of Chicana oppression: constructed as a subordinate subject and counter-ing such constructions.

Part III, "Contested Domains," can be read as a comparative analysis of positivism, ideological analysis, and feminist theory. The topics covered are of contemporary importance including immigration, family decision-making processes, double shift, education, and elderly life. On their own, the articles make significant contributions to their respective disciplines in spite of outdated methodologies and data. Crummett applies new insights to analyze migration decision-making patterns based on family and class structure; an approach later cited by de la Torre. Segura debunks cultural deprivation theories and voices Chicanas' experiences with institutional racism and sexism in the school system. Pesquera's application of feminist theory to define housework as a "political struggle" advances Chicana feminist theory. Facio's documentation of the plight of Chicana elderly and their agency provides an analysis of the construction of gender roles for male and female elderly.

The introduction and conclusion of the volume includes Chicana scholars' positions on the status of Chicana studies. These vignettes can

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be read as a dialogue between Chicana scholars' experiences and theoretical debates. *Building With Our Hands* focuses on the necessity for interdisciplinary work that blurs traditional artificial boundaries; but it does not measure up to such expectations. Disciplinary boundaries are not displaced, even though theoretical debates about the applicability of non-Chicano theories (French feminist theory, psychoanalysis, Marxism, etc.) to the Chicana experience are present.

Building With Our Hands provides an excellent foundation to understand Chicana/Mexicana experiences. It is a good source for Chicano/a studies, women's studies, history, sociology, and American studies courses. As the name of the anthology indicates, the advancement of Chicana studies is the result of the struggle and sacrifice of many Chicana scholars.

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Rita Dove, foreword. *Multicultural Voices*. (Glenview, IL: ScottForesman, 1995) 496 pp., \$15.00 cloth.

Multicultural Voices gathers together an impressive array of writers and writings in a textbook aimed at secondary school readers. The book not only includes several of the more obvious and well-known authors—Toni Morrison, Louise Erdrich, and Amy Tan, to name a few—but also anthologizes a number of younger and less widely known writers whose contributions are equally provocative. While the bulk of the selections are either short stories or excerpts from novels (Zora Neale Hurston's *Their Eyes Were Watching God* and Rudolfo Anaya's *Bless Me, Ultima* are among those excerpted), the editors have also selected poetry, essays, and one short play, Denise Chavez's *The Flying Tortilla Man*. Even though everyone will be able to think of a favorite author who is *not* represented (where is Amiri Baraka?), the range and quality of the book's selections will make it a valuable classroom resource.

The texts here have been well-chosen for an adolescent audience; they encompass a variety of experiences and attitudes that will be sure to broaden the cultural awareness of any student in an accessible and entertaining way. The marginal "culture notes" help in this regard, despite their unevenness. (John F. Kennedy is the subject of such a note, while the Mexican President Porfirio Diaz is not.) The book also provides useful translations of non-English words in the margins, though I noticed that it tactfully avoided addressing "mierda." Furthermore, teachers will probably want to create their own study questions to replace those in the book, which exhibit the usual mix of acuity and inanity familiar to textbook readers.