Women and Gender in Latin America (Nicola Foote, Spring 2006)

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Florida Gulf Coast University
HIS 3930: Women and Gender in Latin America
Spring 2006

Class times: Tuesday and Thursday 12.30-1.45pm
Class location: Academic Building Three, 107.

Instructor: Dr Nicola Foote
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Office hours: Monday 3.30-4.45 pm
          Tuesday 2.15 - 3.15 pm
          Thursday 2.15-3.15 pm
Other times by appointment.

The aim of this course is to assess the continuities and changes in the lives of Latin American women over 500 years of history through the lens of gender. From the time when native and European peoples met in the era of conquest, cultural ideas about appropriate behaviour for men and women played a critical role in the negotiation of social and political life. Despite the attempts of the colonial ruling elite to prescribe gender roles, most people resisted elite notions of gender propriety and instead created their own codes of conduct. This course assesses the relationship between gender ideals and behavioural and social realities. If the course is primarily centred around women, it is not solely about women, for we must understand "womanhood" as a relational category. Thus we will explore how gender ideologies affected meaning and experiences of "manhood" as well as "womanhood." The course aims to compare and contrast the experiences of different groups of women according to factors such as race and class. The course will focus on changes over time in how women were subordinated, and on how gender related to broader political, economic and social changes. The course asks what does gender mean, and how does it motivate women to become politically involved? How were different regimes informed by gender ideology? What was their impact on women, and what were women's responses? How have class, ethnicity/race, and national politics and international opportunities influenced women's organising? It is hoped that by the end of the course students will have a clearer understanding of how gender influences historical change and historical continuity.

Please note that this is an upper-division class and as such will rely on weekly reading-based student discussion and initiative. I will provide introductory lectures for each component or theme, but for the most part I will be eliciting and orienting class discussion by posing questions and suggesting themes and perspectives. Class debate should not centre on presentation of facts, but rather on discussion of issues, questions, relationships, concepts and approaches. Every week we will analyse and discuss secondary and primary sources, which are available either in your text books, or will be distributed before hand. We use a range of secondary sources, as opposed to a single text book, in
order to develop an appreciation of the complexities of the historiography of gender in Latin America. Using primary sources will provide us with a first-hand insight into Latin American realities, while allowing us to experience and construct history as historians do, and to gain an understanding of the strengths and shortcomings of different types of sources. It is imperative that you prepare for each class by doing AT THE MINIMUM the required reading for that week. You should aim to spend at least three hours doing preparatory reading for each class. **Please do not sign up for this course unless you are interested in the close, critical reading and discussion of assigned materials.** Failure to prepare for the class will result in a very low participation grade and can affect your overall mark for this class. Student attendance is required at all course meetings and events.

**Learning Outcomes:**

By the end of this course you will:

- Understand the role of gender in the development of modern Latin America.
- Be familiar with a range of historiographical and interdisciplinary approaches to the study of gender in Latin America.
- Express yourself in oral and written communication with greater fluency and coherence.
- Have improved your ability to analyze and assess historical argument.
- Have improved your ability to work with and interpret primary sources.

**Key Readings:**

The following books are the required readings for this class. You may purchase them at the FGCU Bookstore. They are also available on reserve in the library. Additional readings will also be suggested for each week: these are available in the library, either in general holdings or on reserve. They may also be purchased on Amazon.com. Each week additional required readings, including primary sources and book chapters and articles will be distributed for discussion in class. If you miss a class it is your responsibility to contact me to collect these documents.


If you are not familiar with the history of Latin America you may also wish to purchase one of the
following general introductory texts:

**Coursework and Grading:**

Short response papers: 25%.

Two Critical Book Reviews: 20% each (total 40%)

Final exam: 25%.

Attendance and participation: 10%.

Short response papers. You will be required to prepare weekly response papers based on the set reading of approximately 250-300 words. These do not need to be typewritten. You are required to write eleven response papers; the best ten will count towards your final grade. A list of topics and questions for these response papers are provided at the back of the syllabus. Each week you can choose from two topics, and may either answer a discussion question on one of the week’s classes, or analyse and evaluate a primary source. The aim is for you to improve your writing and critical thinking skills, and to gain an in-depth understanding of each of the topics discussed on this course.

In responding to a primary source you should explore the aims and motivations of the person writing the source, and outline clearly what this source illustrates about the particular historical theme. In answering one of the discussion questions you should aim to develop an argument based on the readings and class debate. Introduce elements from the reading into your paper. See the study guide for further suggestions on how to approach response papers.

Critical Book Reviews:
You are required to write two critical book reviews: one on Sarah Chambers, *From Subjects to Citizens*, and one on Marguerite Guzman Bouvard, *Revolutionising Motherhood*. Your review should explore the historical context of the book: when it was written, why, who was it intended for? You should outline the arguments made by the book, and state your opinion of the strengths and weakness of the argument, and the degree of balance it provides. You should explain how useful it is for understanding a particular theme, how it relates to wider reading on this and other topics, and what you think we can learn from it. For more tips, see the study and essay writing guide for this course. Specific issues related to each book will be discussed in class. Each book review must be at least 1500 words long (6 pages).

Papers should be submitted to me by midnight on the due date. Late papers will be penalised for each day of lateness at the rate of a third of a grade per day. (B to B-, B- to C+ etc.) Papers submitted at 12.01 on the day following the due date will be counted as late.
Final exam: There will be a two hour comprehensive in-class exam scheduled during exam period. You will be required to answer four essay questions from a choice of ten, encompassing the themes covered in the course.

Exam make-ups will be given only for a verifiable medical emergency occurring on the scheduled test day. There will be no exceptions to this policy.

Attendance and Participation: Attendance will be taken each class period and you will be required to attend the entire class session to receive full credit. If you arrive late to class, you will receive only half credit for the class period. If you leave before the end of class without having informed me of your intentions before you will be marked as absent for that period. In case of sickness or other legitimate reason for absence it is your responsibility to inform me in advance, or as soon as possible after the class. Any student with perfect attendance at the end of the semester will receive extra credit points. To earn full participation points, you must come to class prepared to discuss the readings assigned for that class period.

Grading scale:

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<th>Score Range</th>
<th>Grade</th>
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<tr>
<td>92.6 and up</td>
<td>A</td>
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<td>91 to 92.5</td>
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<td>87.5 to 90.9</td>
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<td>82.5 to 87.4</td>
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<td>80 to 82.4</td>
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<td>75 to 79.9</td>
<td>C+</td>
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I consider all students equally capable of successfully completing the requirements for this class. I therefore do not grade students in a class on the basis of a “natural” curve which presumes that there will and should be a “normal” distribution of grades. I evaluate a student’s work solely on their individual performance, and I do not assume that there can be “too many” A’s (or C’s, for that matter) in any class section. In borderline cases improvement and dynamic class participation will be decisive factors.

Every student must participate in class discussions, write the assigned papers, and complete the examinations in order to receive a final grade and pass the course. This means that if you do not turn in all the assignments, you will automatically fail the course. Students are expected to attend all classes and to finish the assigned readings by the dates indicated.

Deadlines:
Response papers: Every Tuesday, except when a book review is due, at beginning of class.
1st book review: Tuesday February 21st, 12 midnight.
2nd book review: Tuesday April 11th, 12 midnight.

Plagiarism:
The academic integrity of the university requires all students to be honest in the representation of their work. This means that you must not copy from other students during exams, that your written assignments should be properly cited and represent your own work. FGCU keeps an archive of submitted essays, thus anyone attempting to pass off a previous students work as their own will be
caught. Likewise I regularly check the internet for essays on the themes discussed here. Anyone caught cheating will automatically fail the course, and will place their entire university career in jeopardy. This is not a theoretical issue: every year at least one person is caught cheating and thus fails the course. See the student resources centre for help on clear and correct citation. Contact me if you require further help.

Disability Policy

Students with disabilities or other issues that may impact their performance in the class should speak with me at the start of the course in order to work out strategies regarding note-taking, reading the assigned books and taking the exams.

Academic Freedom

I guarantee your right to freely express your ideas, no matter what they are and how unpopular they may be. I will endeavour to present a variety of perspectives in the classroom, and to share my own personal beliefs with the class when appropriate. If you feel intimidated or are reluctant about expressing your ideas in class please talk to me about it, or send me an anonymous message if you feel more comfortable. You have complete freedom with one important exception: attacking or harassing individuals in the class will not be permitted.

Consulting Your Instructor

My goal is to assist you in developing a meaningful understanding of history and to help you achieve the highest grade you are capable of. A constructive, mutually respectful attitude in all matters will greatly facilitate this process. I will be available to discuss your questions and concerns during the office hours stated at the top of this syllabus. You can also make an appointment to see me at a different time by consulting me at the end of class, or by phone or email. Please note: I will not open any email that does not show a recognizable name in the send field, nor will I open any attachments to emails that do not show recognizable names in the email containing the attachment. I will need to receive all email attachments as word documents. Therefore, you will not be able to send me emails under names or nicknames other than your name on the class role for this course. Please note also that you will not receive a grade for any paper submitted via an email attachment that does not show your name on the first page.

Web Links

www.lanic.utexas.edu The LANIC database at the University of Texas at Austin is one of the most comprehensive data bases on all aspects of Latin America.
www.globetrotter.berkley.edu/GlobalGender/latampage.html This web site has links to other web sites that look at women in Latin America.
http://www.historicaltextarchive.com/sections.php?op=listarticles&secid=14 has text articles on various Latin American topics. There is also a link to further articles and texts on various country histories and thematic issues. You can also find ebooks on this site.
http://www.iisg.nl/~womhist/vivalink.html This web site offers links to sites about women’s history in Latin America and other places in the world.
http://www.evitaperon.org/ provides information on the life of Argentine Evita Perón.
http://www.fordham.edu/halsall/mod/modsbook32.html offers an internet sourcebook on 19th century Latin America, as well as on aspects of women's and gender history.

http://www.fordham.edu/halsall/mod/modsbook55.html provides information and documents for 20th century Latin America.


http://www.popact.org/ tracks reproductive rights and policies.

http://www.bbk.ac.uk/ibamuseum/library.html For those interested in cultural history, this source offers full text articles on cultural topics in Latin America.

http://www-sul.stanford.edu/depts/hasrg/latinam/balder.html provides an extensive bibliography on sex and sexuality topics in Latin America.

http://www.iisg.nl/~womhist/specialtopics.html This is the virtual library on women's history topics.

http://www.latinamericanstudies.org/ has lots of links for most countries.

Course Schedule and Readings

Week beginning January 9th.

1a: Introduction –Women’s History and the Study of Gender.
Reading:
Socolow, pp.1-5.
Craske, pp.1-9
Kellogg, pp.3-17.

1b: Theories of Gender in Latin America: Machismo and Marianismo.
Reading:
Craske, pp. 9-14.
Matthew C. Gutmann, “Machismo”, in The Meanings of Macho: Being a Man in Mexico City (1996) (Class handout)

Week beginning January 16th

2a: Gender in Pre-Colombian Societies
1st response essay due.
Reading:
Kellogg, pp.19-50.
Socolow, pp.16-27.

Suggested Reading:

**2b: Gender in the Age of Exploration: Early Modern Iberia and Africa.**
Reading:

Suggested Reading: Mary Elizabeth Perry, *Gender and Disorder in Early Modern Seville* (1990)

**Week beginning January 23rd**

**3a: Conquest and the Establishment of Colonial Societies.**

**2nd Response essay due.**
Reading:
Socolow, pp.32-51.
Kellogg, pp. 53-62

Suggested Reading:
Irene Silverblatt, ""The Universe has Turned Inside Out...There is No Justice for Us Here': Andean Women Under Spanish Rule", in Mona Etienne (ed.) *Women and Colonization: Anthropological Perspectives*, pp.149-160.

**3b: Marriage and the Family in Colonial Society**
Reading: Socolow, pp.51-90 
Eugenia Rodriguez, "Civilizing Domestic Life in the Central Valley of Costa Rica, 1750-1850", in Dore and Molyneux, pp. 85-108

Primary Sources: Documents 1, 2, 6, 7, 9, 10 and 11 from Socolow.

Suggested Reading:
Ramon Guttierez, *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846* (1991)

**Week beginning January 30th**

**4a The Brides of Christ: Religious Women in Colonial Society.**

**3rd response essay due.**
Reading: Socolow, pp. 91-111.

Primary Source: Writings of Sor Juana Ines de la Cruz (Class handout).
Document #8, Socolow.
Suggested Reading:
Kathleen Myers, *Neither Saints nor sinners. “The Tenth Muse: Sor Juana Ines de la Cruz”*. 

4b: Men, Masculinity and Honor in Colonial Society.
Reading:
Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. (Class handout).

Suggested Reading:
Pete Sigal, *Infamous Desire: Male Homosexuality in Colonial Latin America*

**Week beginning February 6th**

5a: Indigenous Women in Colonial Society.
4th response essay due.
Reading: Kellogg, pp. 63-86

Primary Source: Colonial drawings of indigenous women (Class handout)

Suggested Reading:
Susan Schroeder, Stephanie Wood and Robert Haskett (eds.) *Indian Women of Early Mexico* (1997)

5b: The Gendered Dynamics of Slave Society in Colonial Latin America.
Reading: Socolow, pp.130-146.

Primary Source: Extract from *Cateana Says No: Women’s Stories from a Brazilian Slave Society* (Class handout).

Suggested Reading:
Week beginning February 13th.
6a: War, Revolution and Independence Struggles: National Heroes and Republican Motherhood.
5th response essay due.
Reading: Rebecca Earle, "Rape and the Anxious Republic: Revolutionary Colombia, 1810-1830", in Dore and Molyneux, pp. 127-146.

Suggested Reading:
Sarah Radcliffe and Sallie Westwood, Remaking the Nation: Place, Identity and Politics in Latin America. Chapter 6, 'Gender and National Identities'.

Reading: Elizabeth Dore, "One Step Forward, Two Steps Back: Gender and the Long Nineteenth Century", in Dore and Molyneux, pp.3-32.


------ 1st book review due, Sarah Chamber, From Subjects to Citizens, Tuesday February 21st, 12 midnight

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--- Week beginning February 20th. ---
7a: First-Wave Feminism and The Struggle for Female Suffrage.
Reading: Craske, pp. 162-171.
Dore and Molyneux, pp. 42-50, "Early Twentieth Century Liberalism".
Extract from Asuncion Lavrin, Women, Feminism and Social Change in Argentina, Chile and Uruguay, 1890-1940 (1995) (Class handout).

Primary Source: Extract from The Cuba Reader (class handout)

Suggested Reading:

Reading:
Craske, pp. 139-143.
Dore and Molyneux, pp. 50-53, “The Birth of Corporate Populism”.

Primary Source: Extract from The Mexico Reader

Suggested Reading:
E. Salas, Soldaderas in the Mexican Military: Myth and History (1990)
Mary Kay Vaughn, Cultural Politics in Revolution: Teachers, Peasants, and Schools in Mexico, 1930-1940 (1997)

Week beginning February 27th.
8a: The Life and Work of Frida Khalo
6th response paper due.
Reading: Class handout.

8b: Women and Work in the Early Twentieth Century
Reading:
Craske, pp. 88-111.
Extract from Daniel James and John French (eds.) The Gendered World of Latin American Women Workers (1997) (class handout)

Suggested Reading:
Thomas Miller Klubock, Contested Communities: Class, Gender, and Politics in Chile's El Teniente Copper Mine, 1904-1951 (1998)
Kathleen J. Higgins, Licentious Libery in a Brazilian Gold-Mining Region (1999)

-------- Spring Break March 6th - 11th. No classes this week!!!-------------------

Week beginning March 13th.
7th response paper due.
9a: Evita Peron: Gender, Populism and Power.
Reading: Dore and Molyneux, pp. 53-59, “Corporatism and Populism: A New Ethos of Authority”.

Primary Source: Extract from In My Own Words: The Autobiography of Eva Peron.(class handout).

Suggested Reading:
Nicholas Fraser and Marysa Narvarro, Evita: The Real Life of Eva Peron.
9b: Women and Revolution Part Two: Cuba
Reading: Craske, pp. 144-149.

Primary Source: Speeches of Fidel Castro (class handout).

Suggested Reading:
S. Lutjens, "Remaking the Public Sphere: Women and Revolution in Cuba", in Mary Ann Tetrault (ed.) Women and Revolution in Africa, Asia and the New World.

Week beginning March 20th.
8th response paper due.
Reading:
Craske, pp. 150-155.
Maxine Molyneux, "Mobilisation Without Emancipation?: Women's Interests, the State and Revolution in Nicaragua", in Feminist Studies, Vol. 11, no.2, 1985, pp.227-254. (Class handout)

Primary Sources:
Extracts from
Margaret Randall, Sandino's Daughters, pp.59-79, pp129-137.

10b: Religion, Gender and Politics
Reading:

Suggested Reading:
John Burdick, "Rethinking the Study of Social Movements: Christian Base Communities in Brazil", in Sonia Alvarez and Escobar (eds. ) The Making of Social Movements in Latin America.
E. Tamez, Through Her Eyes: Women's Theology from Latin America.

Week beginning March 27th
9th response paper due.
11a: Family Planning and Reproductive Rights.
Reading: Class handouts.

11b: Race, Class and Gender: Intersecting Identities - Perspectives from the Twentieth Century.
Reading: Maria de los Reyes Castillo Bueno, Reyita: The Life of a Black Cuban Woman in the
Twentieth Century.

Suggested Reading:
Marisol de la Cadena, "Women are more Indian: Ethnicity and Gender in a Community near Cuzco," in Brooke Larson and Olivia Harris, eds., Ethnicity, Markets and Migration in the Andes: At the Crossroads of History and Anthropology(1995)

Week beginning April 3rd
10th response paper due.

12a: Authoritarianism and Resistance.
Reading:
Dore and Molyneux, pp. 60-64, “Military Rule and State Terror”.
Marguerite Guzman Bouvard, Revolutionising motherhood: The Mothers of the Plaza del Mayo

Primary Source: Interviews with women activists.

Suggested Reading:
D. Taylor, Disappearing Acts: Spectacles of Gender and Nationalism in Argentina's 'Dirty War' (1997)

12b: The New Feminisms.
Reading:
Craske, pp.172-212.
Chapters by Jo Fisher and Fiona Macaulay in Dore and Molyneux, pp. 322-369.

Primary Source: extract from Domitila Barrios de Chungara Let Me Speak!

Suggested Reading:
Sonia Alvarez, Engendering Democracy in Brazil: Women's Movements in Transition Politics
Lynne Stephen, Women and Social Movements in Latin America: Power from Below
Sarah Radcliffe and Sallie Westwood, Viva! Women and Popular Protest in Latin America

-------Book Review Due, Marguerite Guzman Bouvard, Revolutionising Motherhood, Tuesday April 11th, 12 midnight--------

Week beginning April 10th
13a: Women and Ethnic Movements
Reading: Kellogg, pp. 127-167.

Primary Sources: Interviews with Brazilian and Ecuadorian indigenous women leaders.

Suggested Reading:
Rigoberta Menchu, *I, Rigoberta Menchu and the Story of all Poor Guatemalans.*
Sarah Radcliffe and Sallie Westwood, *Viva! Women and Popular Protest in Latin America,* Ch 1, “Gender, Racism and the Politics of Identities in Latin America”.

13b: Changing Masculinities: New Roles for Men?

Primary source: Extract from Ray Gonzalez, *Muy Macho* (Class handout).

Suggested Reading:
Matthew C. Guttman, *The Meanings of Macho: Being a Man in Mexico City*
Ian Harris, *Messages Men Hear: Constructing Masculinities* Chapter Nine on 'Hispanics'.

Week beginning April 17th
14a: Escape from the labyrinth? Homosexuality in contemporary Latin America
11th response paper due.

Reading:


Suggested Reading:
14b: Exam Preparation and Revision.

April 24th-28th, Finals Week. Exam date and time to be announced.

List of Response paper topics:

**Week One:**
Discuss the ideas of Joan Scott on the use of gender as a historical category.
OR
What do the concepts machismo and marianismo mean? What are the strengths and limitations of these classifications?

**Week Two:**
Discuss the role of gender in either pre-Colombian indigenous societies OR early modern Iberia.

**Week Three:**
How did indigenous women experience the conquest?
OR
Respond to the primary documents on marriage and the family found in Socolow.

**Week Four:**
Respond to the writings of Sor Juana Ines de la Cruz
OR
Respond to Lieutenant Nun

**Week Five**
Discuss the status of either indigenous women OR slave women in colonial society.

**Week Six**
No response paper, read Chambers book, review due Feb 21st.

**Week Seven**
What strategies did women use to push for the vote in the early 20th century?
OR
What impact did the Mexican Revolution have on the lives of women?

**Week Eight**
Discuss the significance of the work of Frida Khalo.
OR
Respond to the Daniel James article on women workers.

**Week Nine**
Respond to the autobiography of Evita.
OR
Do you agree with the argument that the Cuban Revolution produced only limited changes in
women’s status?

**Week Ten**
Discuss Maxine Molyneux’s classification of women’s movements as based on strategic and practical interests.
OR
Respond to the primary sources on the Sandinista Revolution
OR
Respond to Eliza Brusco’s argument on Protestantism and the reformation of machismo in Colombia.

**Week Eleven**
Respond to the life story presented by Maria de los Reyes Castillo Bueno in *Reyita*.

**Week Twelve**
No response paper - 2nd book review due.

**Week Thirteen**
What role have women played in contemporary ethnic movements and why?
OR
Can we speak of “changing masculinities” in contemporary Latin America?
OR
Respond to the primary sources related to masculinity, new feminism or homosexuality.