HISTORY 483/583—WOMEN AND GENDER IN LATIN AMERICAN HISTORY
SPRING 2018

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Office Hours: Monday and Wednesday 3:00 to 4:00pm; Tuesday 11:00am to 3:00pm; and by appointment

Note on Syllabus:
This syllabus functions as an agreement between professor and student. If you decide to remain enrolled in this course after you have received and reviewed the syllabus you signal your acceptance of the course expectations and policies. Likewise, I will abide by the terms herein.

COURSE DESCRIPTION AND OBJECTIVES
In this course we will assess changes and continuities in Latin American women’s and men’s lives over the last 500 years of history through the lens of gender. From the time when indigenous and European peoples met in the era of conquest, cultural ideas about appropriate behaviors for men and women played a critical role in shaping social, political, and economic life. This course will focus on changes over time in gender ideologies in relation to these issues. It is not solely a class about women – since “womanhood” is a relational category, we will consider the meanings and experiences of “womanhood” in relation to “manhood” and a variety of other race and class identities. Therefore, this class asks questions such as: what does gender mean? How does it motivate women or men to become politically involved? How did different regimes employ gender ideologies, and what were individuals’ responses? How have class, race/ethnicity, national politics, and international opportunities influenced gender identities and organizations?

By the end of this course you will:
- Understand the role of gender in the development of Latin American history.
- Develop a comparative understanding of gender relations in different Latin American countries and regions.
- Compare the experiences of women and men of different races, ethnicities, and social classes.
- Think critically about notions of masculinity and femininity in the Latin American context.
- Discuss historiographical and interdisciplinary approaches to the study of gender in Latin America.

THIS COURSE IS ALSO CROSS-LISTED WITH THE WOMEN'S AND GENDER STUDIES PROGRAM. This course has also been approved as a "Core" course in the Women's and Gender Studies minor because it has women and/or gender at the center of inquiry and develops critical thinking relevant to the understanding of women's experiences and gender issues in Latin America.

COURSE REQUIREMENTS
In order to pass the course a student must complete the following requirements:

Class attendance and participation
This is one of the most important parts of the course. I am interested not just in you coming to class, but also in hearing what you think about the issues and ideas presented in the readings. Discussion requires that you are present. Attendance, therefore, is mandatory.

Please be on time. I will get the class started right at 4:20.
Discussion is an integral component of the classroom environment. You will learn as much from the other students as from me. Bring the readings to class with you, and come prepared to discuss the material in a respectful and serious manner. Treat your classmates the way you wish to be treated. Also come with an open mind and any questions you have about the readings.

Readings completed before class
Note that some days have larger reading assignments than others, so plan ahead.

The required texts for this course are:
- Other readings posted on Canvas in PDF format.

Recommended—One of these brief histories of Latin America for context and background:

Assignments

1. **Short Response Papers (You MUST turn one in by Wednesday, February 28):**
   These papers ask you to practice critical reflection as part of the reading process. They will be double spaced, in 12-point Times New Roman font, with one-inch margins and page numbers. They will be cited appropriately according to Chicago Manual of Style or MLA format. For every assigned reading, write a response that both summarizes the main points (these are lower-order reasoning skills) and analyzes or critiques the main points (these are higher-order reasoning skills). Consider the following questions in your response: what was strong and weak about the assigned reading and why? What connections did you see between the readings? Did anything seem inconsistent with other readings, and if so, why?

   **UNDERGRADUATE STUDENTS:** Students will complete three 3-4 page response papers that analyze the class readings for the day. It is up to you to decide which ones to do. Do not leave these until the last minute. These papers should not just summarize the readings. Instead, the analysis should identify the authors’ main arguments, raise key questions, point out important themes, and compare the readings’ similarities and differences in approaching the discussion topic. The idea is to put the readings in dialogue in a way that demonstrates how each contributed to your thinking about gender and Latin American history. These papers will be due on the day we discuss the readings.

   **GRADUATE STUDENTS:** Students will complete five 4-6 page response papers that analyze the class readings for the day. It is up to you to decide which ones to do. Do not leave these until the last minute. These papers should not just summarize the readings. Instead, the analysis should identify the authors’ main arguments, raise key questions, point out important themes, and compare the readings’ similarities and differences in approaching the discussion topic. The idea is to put the readings in dialogue in a way that demonstrates how each contributed to your thinking about gender and Latin American history. These papers will be due on the day we discuss the readings.
2. **Book Reviews (Due Monday, January 22 and Monday, April 16):**

These papers will be double spaced, in 12-point Times New Roman font, with one-inch margins and page numbers. They will be cited appropriately according to Chicago Manual of Style or MLA format.

**UNDERGRADUATE STUDENTS:** Students will write two 4-5 page book reviews, one on Silverblatt’s *Moon, Sun, and Witches*, and one on Gutmann’s *Fixing Men*. You will analyze the author’s approach to the subject matter, assess the book’s strengths and weaknesses, and identify the author’s main arguments, sources, questions, and methodologies. See the handout on Canvas for detailed directions.

**GRADUATE STUDENTS:** Students will write two 6-8 page book reviews, one on Silverblatt’s *Moon, Sun, and Witches*, and one on Gutmann’s *Fixing Men*. Each book is paired with an additional article dealing with the same topic/theme. Your job will be to compare each author’s approach to the subject matter using gender as a lens for analysis. Be sure to identify the authors’ main arguments, sources, questions, and methodologies. Most importantly, discuss whether or not the authors agree in their assessment of the topic, or if they have different perspectives. See the handout on Canvas for detailed directions.

3. **Research Paper (Due Monday, April 2):**

As your final project, you will write a research paper that will be double-spaced, in 12-point Times New Roman font with one-inch margins and page numbers, including citations in either Chicago Manual of Style or MLA format, on one of the following topics:

1) Investigate the current status of women’s and/or gender issues in one Latin American country. Consider questions such as: What are the major obstacles to gender equality? What recent legislation has been passed, and is it beneficial or harmful to gender equality? Where do you see the influence of the past on current gender issues? Be sure to consider the historical context of the country you choose to develop an analysis about the current state of gender issues.

2) Write a critical/analytical biography of a Latin American woman, either someone famous, or someone lesser known. In writing about her life it is essential that you consider the historical and national context in which she lived. Develop an assessment about her life that reflects key ideas and themes we’ve discussed in class. Please discuss your ideas with me.

3) You may write a traditional research paper on a topic related to women and/or gender in Latin American history. Choosing this option gives you the opportunity to explore a region or time period in which you are most interested. Please discuss your ideas with me.

4) Watch a film or documentary focused on women in Latin America and write an historical analysis of the film’s main message. The way to do this varies depending on the type of film you watch (considering the context for a feature film versus analyzing the argument and evidence for a documentary), so please come discuss your ideas with me.

5) Do an extensive historical analysis of a primary source written from the perspective of a woman. In doing so, you will situate the primary source within its historical context and provide background information about the author necessary for interpreting the document. Then you will analyze the author’s intent and purpose in writing the source, the way the author shaped the message for her intended audience, the tone of the document, and the author’s argument. You will also want to compare the author’s perspective with other women from the time and place.

6) I’m open to other suggestions… Come and talk to me about your specific ideas.

**Requirements:**

- Your paper needs to have an **argumentative thesis statement** that defines your topic and your position on it. A thesis statement is not a statement of your opinion; it is a statement of argument based on careful examination and analysis of evidence. A strong thesis statement will contain the following elements:
  - It will be argumentative or debatable.
  - It will be short and to the point.
  - It will clearly indicate what your paper’s purpose is.
- It will include an answer to the question and a justification for that answer.
- It will be as specific as possible in terms of time period and geographical location.
- Your paper will be analytical in nature. You need to avoid summarizing what you’ve learned and instead present an analysis explaining what your topic teaches us about Latin American history.
- You must cite your sources appropriately both in the body of the paper (either MLA format in-text citations or Chicago style footnotes) and in a works cited page. Avoid plagiarism by diligently citing your sources when you use quotes as well as when you paraphrase. REMEMBER: anything that isn’t your idea or your analysis needs a citation. If the idea came from somewhere else, you need to cite it.

UNGRADE STUDENTS: Your paper will be 7-10 pages. It must include primary and secondary sources. You should aim to have at least two primary sources. Your secondary sources will be historical or scholarly interpretations of the topic under consideration. Any of the books assigned for this class (except Let Me Speak!) is an appropriate example. You are welcome to use class materials in your paper, although I would also like you to have at least one outside secondary source. In total, you should have at least three secondary sources, preferably published after 1975.

GRADUATE STUDENTS: Your paper will be 10-15 pages. It must include primary and secondary sources. You should aim to have at least three primary sources. Your secondary sources will be historical or scholarly interpretations of the topic under consideration. Any of the books assigned for this class (except Let Me Speak!) is an appropriate example. You are welcome to use class materials in your paper, although I would also like you to have at least two outside secondary sources. In total, you should have at least five secondary sources, preferably published after 1975.

4. Reflective Writing Assignment (Due Wednesday, May 2 by midnight)
   As your final assignment for the class you will reflect on what you learned and how you learned it. Choose 4-5 assignments, readings, or in-class activities/discussions from the class that demonstrate the changes in your thinking about gender and Latin American history over the course of the semester. Some questions to consider are: What do concepts like gender, femininity/masculinity, or womanhood/manhood mean in the Latin American context? Have these meanings changed over time? How have different political situations, economic conditions, or race/class relations impacted gender ideologies? How have women’s and men’s lives changed from the pre-colonial period to the present?

For each choice you should write 2-3 paragraphs that describe why the activity or assignment was meaningful and how it shaped your thinking. There are four steps in this process:

1) **Explanation:** Since you cannot reflect on what you do not understand, for each choice you should provide a brief explanation of the text or idea you are discussing.
2) **Exploration:** Next, turn your attention to exploring your own preconceptions and assumptions (beliefs, attitudes, and values) about the topic and compare them with the texts you are explaining. The point here is to explore these preconceptions—reflective writing requires that you demonstrate a certain amount of openness to revising your preconceived beliefs and values in the light of new information or ideas. For example, you could express uncertainty about the topic, identify where your preconceptions conflict or agree with the texts, or identify some questions, implications, or issues about the topic that could be analyzed further.
3) **Analysis:** Then, analyze your choices in order to draw some conclusions about your encounter with new ideas or experiences. Analysis develops a new sense of perspective on the topic or allows you to work through the ambiguities and confusions in your thinking. Consider what you learned by encountering new ideas or information that might have contradicted something you previously thought.
4) **Synthesis:** In this final step you consider the implications of your analysis. Synthesis involves a re-examination of the topic. Ideally, this re-examination from a new (informed and analyzed) perspective demonstrates what you learned about gender and Latin American history and how it compares with your previous knowledge.
UNGRADUATE STUDENTS: Your paper should be between 4 and 8 pages, double spaced, in 12-point Times New Roman font, with one-inch margins and page numbers, and be cited appropriately.

GRADUATE STUDENTS: Your paper should be between 6 and 10 pages, double spaced, in 12-point Times New Roman font, with one-inch margins and page numbers, and be cited appropriately.

5. Participation and Attendance:

Participation: Students are expected to participate in class discussions. Forms of participation include engaging in large class discussions, participating in small group discussions, asking the professor questions, and listening to the professor and fellow students. Excellent participation can elevate a borderline grade. GRADUATE STUDENTS will also be expected to lead one class discussion as part of their participation grade.

Attendance: Students are expected to attend class, and I will take attendance at the beginning of each class. If you are late to class, it is your responsibility to see me after class to find out what you missed. Failure to attend class regularly or excessive lateness will hurt your class participation grade.

GRADES

Your grades are a reflection of the work you have done and the effort you have put into it. If you don’t understand why you received a certain grade, come see me and I will be happy to explain it to you. If you want to contest a grade, please wait 24 hours and provide a written argument as to why you think you deserve a better grade.

The grade distribution will be as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Response Papers</td>
<td>20%</td>
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<tr>
<td>Book Reviews</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Reflective Writing Assignment</td>
<td>15%</td>
</tr>
</tbody>
</table>

Broadly speaking, this is how I view each of the following course grades:

A You fulfilled the course requirements in an exemplary way. It is clear that you worked hard: you always came to class prepared, were thoroughly engaged in class discussions or group work, and consistently turned in assignments on time. You demonstrated that you learned and can apply the majority of the course’s key concepts. The quality of your work was outstanding.

B You fulfilled the course requirements well. You were consistently present in class, generally prepared, often contributed to group discussion, and turned in assignments on time. You demonstrated that you learned and can apply many of the course’s key concepts. The quality of your work was good.

C You fulfilled the course requirements. You may have missed multiple classes or turned in assignments late. When you were in class, you were sometimes prepared and occasionally contributed to class discussion. You demonstrated that you learned and can apply some of the course’s key concepts, though you may not have a cohesive and/or critical understanding of the course material. The quality of your work was adequate.

D You fulfilled all the major course requirements. You may have missed multiple classes or turned in assignments late. When you were in class, you were seldom prepared and infrequently contributed to class discussion. The quality of your work was less than adequate.

F You did not complete the course requirements.
GENERAL COURSE POLICIES:

Respectful Course Atmosphere: Every student must treat every other student with respect. This includes listening when other students speak and making contributions to class discussion that respect the race, religion, gender, sexual orientation, nationality, social class, etc. of your fellow students. Students should also refrain from private conversations with each other, from using cell phones (talking, text messaging, and surfing), and from using laptop computers for purposes other than note taking or accessing readings.

Late Work/Make-Up Work: In order to preserve fairness to those students who complete their work on time, you will lose ten points off your final assignment grade for every day that your papers are late.

Attendance/Tardiness
Students are expected to attend class. Lateness, except in extreme circumstances, is not acceptable. Chronic lateness and/or unexcused absences (except for serious illness, bereavement, legal proceedings, etc.) will reduce your participation grade. It will also very likely reduce your grades on your written work.

Office hours
I encourage everyone to visit me in office hours at least once, if not several times, throughout the semester. I am ALWAYS willing to meet with students, so if you cannot make my office hours please email me and we will arrange an alternate time. Keep in mind that it is a lot easier to avoid potential hazards early than to fix them after they have become a problem, so if you see trouble on the horizon, talk to me ASAP.

Email
Always, treat an email exchange as a professional communication. Please address me by name, use appropriate language, and sign your name. Please include a subject heading indicating that your email pertains to HY 483/583. Please allow adequate time for me to respond to emails. If you do not check your email account regularly, make sure that your emails are forwarded to another account.

Statement on Disability
The University of Alabama in Huntsville will make reasonable accommodations for students with documented disabilities. If you need support or assistance because of a disability, you may be eligible for academic accommodations. Students should identify themselves to the Disability Support Services Office (256-824-1997 or Wilson Hall, Room 317) and their instructor as soon as possible to coordinate accommodations.

Canvas:
I will post the course syllabus, readings, and other materials to Canvas, all in PDF or Word format or as links. Because many of these materials will not be distributed in class, you must acquaint yourself with how to use Canvas early in the semester to have access to all materials.

Academic Honesty:
Your exams and papers must adhere to standards of academic honesty. The work you submit must be your own work, not the work of a friend, published scholar, website creator, or internet paper mill. You must submit papers newly prepared for this class. Papers previously or simultaneously submitted for other classes will not be accepted. You must also paraphrase properly the ideas you gain from your research and provide proper citations in your paper for every idea or example you use that comes from another scholar’s work, whether quoted or paraphrased.

If you are caught plagiarizing, you will automatically receive a zero for the assignment and you might fail the course. Plagiarism is using another person’s words or ideas and presenting them as your own. It is the worst crime you can commit in the intellectual world. If you are unsure about what plagiarism is or how to avoid it, please ask me. All incidents of plagiarism will be reported.
Consent to use Turnitin.com
In order to discourage plagiarism, UAH is now using a service called Turnitin.com. You will be required to submit your papers to turnitin.com via a drop box in Canvas in addition to submitting a hard copy to me. The hard copy and the electronic copy must be the same paper. If you do not submit your work to Turnitin.com you will receive an automatic grade of zero.

University Statement on Turnitin.com: UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at www.uah.edu/library/turnitin.

SCHEDULE
***I reserve the right to make changes to the course schedule with appropriate advance notice***

Week 1: Introduction to the class and gender theory
Monday, January 8
— We will go over the syllabus and discuss key ideas and concepts.

Wednesday, January 10
— Joan Scott, “Gender: A Useful Category of Historical Analysis”
— Graduate Students also read Heidi Tinsman, “A Paradigm of Our Own: Joan Scott in Latin American History”

Week 2: Latin American Gender Ideologies
Monday, January 15
— NO CLASS—HAPPY MARTIN LUTHER KING JR. DAY!

Wednesday, January 17
— Evelyn Stevens, “Marianismo: The Other Face of Machismo” in Confronting Change, Challenging Tradition
— Graduate Students also read Ben Cowan, “How Machismo Got Its Spurs—in English: Social Science, Cold War Imperialism, and the Ethnicization of Hypermasculinity”

Week 3: Gender in Pre-Columbian Societies
Monday, January 22
— Silverblatt, Moon, Sun, and Witches
— Graduate Students also read Karen Powers, “Andeans and Spaniards in the Contact Zone: A Gendered Collision”
— BOOK REVIEW DUE!

Wednesday, January 24
— June Nash, “The Aztecs and the Ideology and Male Dominance”
— Susan Kellogg, “The Woman's Room: Some Aspects of Gender Relations in Tenochtitlan in the Late Pre-Hispanic Period”
**Week 4: Gender and the Establishment of Colonial Society**

**Monday, January 29**
- Susan Socolow, “Conquest and Colonization,” ch. 3 in *The Women of Colonial Latin America*
- Frances Karttunen, “Rethinking Malinche” in *Indian Women of Early Mexico*
- PRIMARY SOURCE: Image from *The Lienzo Tlaxcala*

**Wednesday, January 31**
- Susan Socolow, “The Arrival of Iberian Women,” “Women, Marriage, and Family,” and “Elite Women,” chs. 4-6 in *The Women of Colonial Latin America*
- Graduate Students also read Ann Twinam, “Honor, Sexuality, and Illegitimacy in Colonial Spanish America” in *Sexuality and Marriage in Colonial Latin America*

**Week 5: Race, Class, and Religion in Colonial Society**

**Monday, February 5**
- Susan Socolow, “Women and Slavery,” ch. 9 in *The Women of Colonial Latin America*
- PRIMARY SOURCE: “Two Casta Paintings from Eighteenth-Century Mexico” in *Colonial Latin America: A Documentary History*

**Wednesday, February 7**
- Susan Socolow, “The Brides of Christ and Other Religious Women,” ch. 7 in *The Women of Colonial Latin America*
- Ruth Behar, “Sexual Witchcraft, Colonialism, and Women’s Powers: Views from the Mexican Inquisition” in *Sexuality and Marriage in Colonial Latin America*
- PRIMARY SOURCE: Sor Juana Inéz de la Cruz

**Week 6: Transition from Colonial Rule to Independence**

**Monday, February 12**

**Wednesday, February 14**
- *Murray, Women and Gender in Modern Latin America*, ch. 1
- PRIMARY SOURCE: “Call to the Women to Fight,” Mexico, 1812

**Week 7: Status and Citizenship in New Republics**

**Monday, February 19**

**Wednesday, February 21**
- *Murray, Women and Gender in Modern Latin America*, ch. 2

**Week 8: Gender and Nation**

**Monday, February 26**

**Wednesday, February 28**
- *Murray, Women and Gender in Modern Latin America*, ch. 3
- Graduate Students also read Donna Guy, “Parents Before the Tribunals: The Legal Construction of Patriarchy in Argentina” in *Hidden Histories of Gender and the State in Latin America* OR Camilia Cowling, “‘As a Slave Woman and as a Mother’: Women and the Abolition of Slavery in Havana and Rio de Janeiro” (your choice!)
Week 9: Challenges to the Patriarchal Order
Monday, March 5
- Murray, *Women and Gender in Modern Latin America*, ch. 4

Wednesday, March 7
- Elizabeth Salas, “The Soldadera in the Mexican Revolution: War and Men’s Illusions” in *Women of the Mexican Countryside, 1850-1990*
- Sarah Buck, “The Meaning of the Women’s Vote in Mexico, 1917-1953” in *The Women’s Revolution in Mexico, 1910-1953*

Week 10: Gender and Labor in the Twentieth Century
Monday, March 12
- Murray, *Women and Gender in Modern Latin America*, ch. 5

Wednesday, March 14
- Katherine Bliss, “The Science of Redemption: Syphilis, Sexual Promiscuity, and Reformism in Revolutionary Mexico City”

Week 11: Women and Revolution
Monday, March 19
- Murray, *Women and Gender in Modern Latin America*, ch. 6 (except 6-3)

Wednesday, March 21
- Maxine Molyneux, “Mobilization without Emancipation? Women’s Interests, the State, and Revolution in Nicaragua”
- Natalia Herrera and Douglas Porch, “Like going to a fiesta – The Role of Female Fighters in Colombia’s FARC-EP”
- PRIMARY SOURCE: Murray, 6-3 (Margaret Randall, Female Guerilla Fighters)

Week 12:
Monday, March 26 and Wednesday, March 28—NO CLASS! SPRING BREAK!

Week 13: Intersections of Race, Class, and Gender
Monday, April 2
- RESEARCH PAPER DUE!

Wednesday, April 4
- Marisol de la Cadena, “Women are more Indian: Ethnicity and Gender in a Community near Cuzco,” in *Ethnicity, Markets, and Migration in the Andes*
- Sarah Radcliff, “Race and Domestic Service: Migration and Identity in Ecuador” in *Gender, Migration, and Domestic Service*

Week 14: Women's Responses to Repression and Authoritarianism
Monday, April 9
- Domitila Barrios de Chungara, *Let Me Speak!*

Wednesday, April 11
- Murray, *Women and Gender in Modern Latin America*, ch. 7
- IN CLASS: Excerpt of *Las Madres: The Mothers of the Plaza de Mayo*, a film by Lourdes Portillo (1985)
Week 15: Sexuality, Marriage, and Family in Modern Latin America
Monday, April 16
- Gutmann, Fixing Men: Sex, Birth Control, and AIDS in Mexico
- Graduate Students also read Patrick Larvie, “Nation, Science, and Sex: AIDS and the New Brazilian Sexuality” in Disease in the History of Latin America
- BOOK REVIEW DUE!

Wednesday, April 18
- Murray, Women and Gender in Modern Latin America, ch. 8

Week 16: Contemporary Gender Politics
Monday, April 23
- Murray, Women and Gender in Modern Latin America, ch. 9
- READ TWO OF THE FOLLOWING (YOUR CHOICE!):
  - Kimberley Brown, “FARC’s Insurgent Feminism Moves from the Battlefield to Society” from Upside Down World (http://upsidedownworld.org/archives/colombia/farcs-insurgent-feminism-moves-battlefield-society/)

FINAL—Reflective Writing Assignment—Due Wednesday, May 2 by midnight in the Canvas dropbox