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LAH 4721-U01
HISTORY OF WOMEN IN LATIN AMERICA
A Global Learning Foundations Course



PROF. BIANCA PREMO

Office Hours:

XXX

Office: DM 300 B

Email using the Mail function on the Course Blackboard Website

Key Dates:

COURSE GOALS

(or Why this course isn't about memorizing the names of Latin America's women presidents):

This course will expose you to the history of women and gender in Latin America, beginning with Spanish conquest and Portuguese colonization in the fifteenth century and extending to the present (ca 1492-2000). The course is not solely about women in Latin America's past, although women's history in the region certainly constitutes the central theme of the material to be covered. We will examine how ideas about gender—the social and cultural attributes that were and are ascribed to individuals on the basis of their biological sex or sexual behavior—affected the lives of Latin American women and men at various junctures in the past. Ideas about what makes women "feminine" or men "macho" have changed throughout Latin America's history; the social stereotype of women as mothers and care-givers for children was created and re-created in particular national political and cultural contexts; norms of proper sexual behavior for men and women could vary by class, ethnicity and race, as well as by time period and region.

Thus, we will take an amplified view of gender, analyzing it as a historical and cultural phenomenon. To connect the "facts"—the names, the dates, the definitions-- to this theoretical approach to gender, you will be expected to think critically about lectures and readings, extract broad theoretical arguments as well as basic information from these materials, and write essays that analyze historical data in light of the questions we are asking.

- Learn about and be able to explain some of the key developments in the history of women in Latin America, and compare these to the standard timeline of Latin American history
- Become more experienced in understanding, analyzing, and evaluating written arguments in the form of historiography and primary sources.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as we construct our own written arguments.

GLOBAL LEARNING

This is also a Global Learning Discipline Specific course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the diverse ways that different groups of women identified and interacted throughout Latin American history.

Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local and extralocal events (regional, inter-regional, international, and global, as appropriate) shaped the interactions of women—ranging from US feminists, elite Latin American women’s clubs, or working-class domestic workers—in the region of Latin America. (Global Awareness)
- Construct an evidence-based argument that integrates multiple perspectives on the weekly Questions for Consideration that returns to foundational questions of Western gendered constructs and their applicability to Latin American women in different periods. (Global Perspective)
- Consider different perspectives on a series of problems related to Latin American women’s history and attempt to reach a resolution about the problems in writing and in interactive dialog in class. (Global Engagement)

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CONTRACT

(Print and sign, and turn in on Jan. 16. No contract, no paper grades.)

I have thoroughly read the syllabus and the instructions for LAH2020, Fall 2017, and agree to *all* of the terms. Especially, I understand that:

Exams and Quizzes

- I will be required to take a midterm on **Feb. 22** a final exam during the week of **4/24-8 (TBA)**. Failure to appear for those exams will result in a grade of 0 on the exams
- **No make-up exams** are offered and there is **no extra credit (though there is a bonus)**
- I have read and agree to all matters in the syllabus or including the grading rubric and “posting system”

Papers

- I will turn in three papers responding to one Question for Consideration and one Film Paper, using the Blackboard website, following the deadlines in the syllabus. The syllabus provides enough flexibility of due dates for these papers such that late papers or papers delivered by other means will not be accepted. I understand that if I gamble and decide to submit the final Question for Consideration papers and Film Paper and but am unable to complete the work, I will receive a 0
- I am responsible for keeping track of my own grades, for ensuring that my papers properly upload to Turnitin (verifiable by receipt), and for keeping a copy of all graded work. I will present that work in order to correct a grading error
- I have read the Instruction for Papers, including The Formula and posting and format rules
- I must draw from and properly cite **all sources** pertinent to answering the Question for Consideration, and using only one source will result in an unacceptable paper
- The use of anyone else’s words in my written work without quotes and citations —whether from another student, from assigned readings, or from outside sources (which are *not* to be used in this course)—constitutes plagiarism and will be reported to the College.

Classroom

- If I am more than 5 minutes late to class I will not be able to enter the classroom
- I should bring copies of the syllabus and appropriate assigned readings to **every class**
- I will come prepared to discuss assigned readings on the appropriate day
- I will turn off my cell phone and refrain from texting or talking during class, and will struggle to stay awake no matter how boring it is. Non-compliance may mean I will have to leave the classroom.

Communicating with the Professor

- I must regularly check the Blackboard course site for updates and information about the course, and use it for email communications with my professor
- If I want to inquire about a grade, I will make an appointment to do so 24 hrs in advance and will explain in writing my question
- I understand that the appropriate time to discuss my performance in the course is during the semester, not at the end of the semester. I will not try to renegotiate this contract after signing.
- My professor is not an ogre who institutes punitive policies but rather a wise pedagogue who seeks to avoid misunderstandings and prolonged negotiations over policies, and thus to ensure that I can dedicate myself to learning as much as possible in this class

Signed name

Written name

Date

ASSIGNMENTS:

At a Glance:

Participation	5%
Artifact of Activism	5%
3 Question for Consideration Paper:	30%
1 Film Paper	20%
Midterm	20%
<u>Final</u>	<u>20%</u>
Total	100%

There are three major areas of assignments for the course: **participation; writing assignments; and exams.**

I. Participation and Artifact of Activism (10%)

Your participation grade is determined at the professor's discretion. It will reflect attendance to and attentiveness in class meetings, as well as any improvement or effort obviously made over the semester. The course is constructed around engaged lectures—meaning that the instructor will punctuate talking with opportunities for dialogue and will integrate discussion of readings and films in class.

The Artifact of Activism assignment requires you to research online a contemporary (from the 90s to today) organization, publication, or campaigns aimed at Latin American women (in Latin America or Latinas in the US). The goal of the assignment is to analyze how activist movements or outreach efforts exemplify the tensions laid out in the beginning of the class, during Theme 1, concerning the category of "women" and Western definitions of feminism (alternately, you can analyze in terms of practical/strategic gender interest discussed in Themes 7 and 8, but I encourage you to begin your research early in the semester). You will submit a link to the artifact website and a short, one-page write up or creative presentation during the final week of the class, and engage with others' artifacts. Details of the activities around this exercise are found on page 20.

Readings: Prepared participation means **reading the indicated assignments prior to attending class.** There are no books for this course. All readings can be found on the Blackboard course website. **You are required to bring a copy of assigned readings to class on the appropriate day. Paper copies are preferred.** It is strongly recommended that you print readings well in advance of class meeting in order to avoid any unforeseen server problems. **If you prefer to access the readings electronically, you must be able to move between them quickly, with several open at once.**

Laptop policy: laptops are permitted. After all, you will use them in your jobs and professional lives, and managing the inflow of continuous information is part of our world. However, *writing notes by hand is strongly encouraged.* Why? Look and listen (and take notes on!); <http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away> If you must use a laptop, please do not access anything other than readings; turn off email and social media programs in particular. I reserve the right to ask you to cease using a laptop in the class if you disregard this policy.

Professional and intellectual courtesy: Out of respect for your colleagues, turn off

and put away cell phones upon entering the classroom and refrain from talking during lecture. The door will be shut and no student allowed to enter 5-15 minutes after class begins. Please do not disrupt class by entering the room after the door has been shut and signs posted. If you must leave early, please speak to me before class.

II. Writing Assignments (50%):

A. 3 Response Papers to Questions for Consideration: (10 each + 5 point bonus)

On Mondays following each “Theme” weeks (denoted with an asterisk (*) next to the date), you will submit a short written paper in response to **one** of the week’s Questions for Consideration. You must submit the paper through the “Turn it In” website linked to the Blackboard course site, which will check the paper for violations of academic integrity (plagiarism). **All Question for Consideration Papers are due the Monday following the theme at 10 am uploaded to Turn it In on Blackboard.**

Which weeks you write a response paper and which weeks you “pass” is up to you.

Each response is worth up to **10 %** of your grade. Without exception, no late responses or responses delivered outside the Blackboard Learn/Turn-it-In system will be accepted since you have ample opportunity to “make up” a response. (Make special note of this policy if you decide to gamble and write responses only for the final three themes.) You may turn in more than three papers and choose the best grades, but do note that *significant* improvement in the semester will be considered in your participation grade.

Note: If you turn in all your responses and Film Paper prior to the last two response papers’ due date (on or before April 4) you will receive a 5 point bonus on your final grade!

Responses should be typed, double-spaced, in 12pt.-font, and about *four to five short paragraphs* (about three double-spaced pages) in length. Responses should be concise, formal pieces of writing that state your initial response to the question (a thesis). The rest of the assignment should cite evidence and information from all of the readings for the week. Further instructions for writing the responses, and a list of common writing errors, will be provided and appear on the website.

B. Film Paper (20%)

On several different occasions, we will view a film in class and read accompanying texts about the film. Once during the semester, you will write a Film Paper, addressing one of the Film Questions, drawing your evidence from the corresponding film, the readings that accompany the film, and *at least two* other assigned readings from different weeks. The Film Paper is worth 20 percent of your final grade. Which film you choose to write a paper on is up to you. Due dates are listed on the syllabus. **Without exception, no late Film Papers or papers delivered by e-mail will be accepted** since you have ample opportunity to choose a film and due date that suits your schedule and interests. (Make special note of this policy if you decide to gamble and write a Film Paper for the final film.)

Film papers should be typed, double-spaced, in 12pt.-font, between 3-5 pages in length.

Film papers should be concise, formal pieces of writing that state your initial response to the question (a thesis). The rest of the assignment should cite evidence and information from the film and *all* of the required readings for the week as well as two other readings. Further instructions for writing the responses, and a list of common writing errors, will be provided and appear on the website. **ALL PAPERS ARE DUE BEFORE 10 am ON THE DUE DATE on the syllabus, uploaded to the Turnitin interface on the Blackboard website.**

III. Exams: (40%)

There are no make-up exam times. You will take two exams: a mid-term (20%) on 1/22 and a final (20%) held during Exam Week. The mid-term and final are held exclusively on the key terms. The final is not cumulative.

A note on absences from exams: only a physician's note stating that your absence was unavoidable due to illness or similar evidence will be considered. *missed your final without such a formal excuse will result in a grade of 0 (not an F or a D, but a 0). No exceptions.*

PERFORMANCE & PROGRESS:

It is your responsibility to keep track of your own performance in the course. I am always willing to meet individually with you during the semester to suggest ways in which you can perform at your best, and I really encourage you to come see me during office hours to discuss the class. The appropriate time to discuss your performance in the course is during the semester, not at the end of the semester. Incompletes, in general, will not be given.

Communicating with me:

Office hours: You are encouraged to visit during our office hours.

E-mail: I also respond to *formally composed* emails, sent via the Blackboard email function. I respond to emails about issues that would also merit an in-person visit. However, there is an exception: I cannot help you individually with writing responses or studying for exams by email. Please visit us in person for such guidance (noting the Grading Policy and order of contact below.)

Blackboard Discussion: Also note the group study and writing conversation areas of the website where you can ask questions in a public forum and profit from others' answers.

Grading Policy:

Late Policy: Given the flexible nature of paper due dates, no late work is accepted in the course.

Incompletes: Only if you have otherwise submitted all work on time and experience a catastrophic, documented emergency at the end of the term that prevents them from finishing the course should you approach the professor about an incomplete.

Issues: If you wish to discuss a specific grade that you receive, you must: 1) schedule an appointment to do so only after 24 hours after receiving the evaluation of your work and 2) before the appointment, submit a written statement (by e-mail is fine) explaining your question or doubts about the grade. Please note: *You must keep all graded copies of responses and exams in order to challenge or correct an error in recording a grade, as I cannot correct a mistake if I don't have proof I made one.*

Grading Rubric: All writing will be evaluated using a rubric that rates your performance in five key areas: 1) Strength and Quality of Thesis; 2) Organization; 3) Use of Historical Evidence; 4) Quality of

Analysis of Evidence 5) Grasp of Basic and Pertinent Historical Facts; and 6) Quality of prose. The rubric is available on the website, along with multiple writing guides.

Grading Scale: In general, you will receive a number out of percentage points (such as 8 out of 10; 12.5 out of 15) on individual assignments, which will be tallied at the end of the semester to calculate your grade out of 100 total points.

The following grading scale will be used for the final determination of your course grade.

A	100-94	A-	93-90	B+	89-87	B	86-83
B-	82-80	C+	79-76	C	75-70	D	69-65

RESOURCES:

Technology/ Blackboard Website:

All questions about Blackboard beyond those that can be answered from the Introduction, particularly those involving passwords, must be directed to University Technology Services. Go first to see if your questions are answered at <http://fiuonline.force.com/SupportPKB>. If you need more help consult, <http://lmshelp.fiu.edu/portal/>. Or email, call or chat with a live person at <http://lmshelp.fiu.edu/index.php>

Writing Help:

Regardless of how good a writer you are, you can always improve. Your TA is your first stop for writing help, but you can also make use of FIU's Center for Excellence in Writing. The CEW serves students by appointment. You are encouraged to attend workshops and write early drafts of papers to maximize the help you receive. The phone number is 305 348-6634 and it is located in GL 125. The website is <https://writingcenter.fiu.edu/using-the>

The History Tutors! There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in writing in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class material. To set up an appointment—they even consult online!—, please visit their website: <http://history.fiu.edu/tutoring>. There are also workshops on writing in History periodically given by History Postdoctoral Students. See <https://history.fiu.edu/tutoring/writing-in-history-events/>. When meeting, bring a filled-out version of the Formula instructions and worksheet.

Honor Code:

FIU students are bound by an academic honor code that includes serious sanctions for academic dishonesty (including but not limited to plagiarism and cheating). I will follow the university code, which you should be familiar, <http://academic.fiu.edu/academicbudget/misconductweb/1acmisconductproc.htm> when a student is suspected of academic dishonesty, including reporting any and all suspected causes of the code immediately.

Disabilities:

Students with disabilities are encouraged to contact Disabled Student Services Office, 305-348-3532 in order to request any special accommodations.

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January 9, 11

Note: I will be joining class on January 11 by video (since I will be conducting research (on Latin American girls and pregnancy in 20th-century Peru. Adding more to women's history!)

Lecture Outline:

- I. Course Overview
- II. Writing in this Course
 - A. Basic Rules for Papers
 1. Thesis
 2. Preview of Arguments
 3. Arguments and Sources
 4. Conclusion
 - B. Plagiarism and Academic Integrity

Reading Assignment:

- Thoroughly read the syllabus, Blackboard Learn course website and especially the “Instructions for Writing Response Papers and Film Reviews” (found on the site)
- Sarah Chambers, “More than Wives and Mothers: Women in Latin American History” from *Latin America: An Interdisciplinary Approach* (1997) pp. 69-85.
- Begin reading the difficult theoretical pieces for next week

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THEME 1
READING AND WRITING ABOUT LATIN AMERICAN WOMEN

Jan. 16 & 18 *

Jan. 16 last day to Drop/Add or change grading option

•Essay for this theme – not really encouraged-- due next Monday by 10 am

Lecture Outline:

- I. Approaches to Latin American Women’s History
 - A. Myths, Marys and Machos
 - B. Patriarchal Periodizations and Silent Sources
 - C. Women’s History in Latin America: Historiography
- II. Gender
 - A. The Critique of Women’s History
 - B. Patriarchy
 - C. Gender (not Sex)
 - 1. Post-structuralism
 - a. Gender as “constructed”
 - b. Gender as a “primary way of signifying power
 - 2. Agency and resistance
- III. Gender and Women in Latin America
 - A. Third World Victims and First World Feminists
 - B. Is the idea of “women” bad?

Key Terms:

Gender	Mariismo	Agency
Women’s History	Patriarchy	Victimology
Discourse	Sexual division of labor	Feminism

Reading Assignment:

- Re-read Chambers, “More than Wives”
- Joan Scott, “Gender as a Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (1986): 1053-75. [read for Tuesday]
- Chandra Mohanty, “Under Western Eyes: Feminist Scholarship and Colonial Discourses,” in *Third World Women and the Politics of Feminism*, ed. Mohanty, Chandra et al. Indianapolis: Indiana University Press, 2001. (Go to <http://www.stumptuous.com/comps/mohanty.html> for help with this piece, and in your writings you should only cite the original text.)

Questions for consideration: *This week’s readings are more theoretical, and far more difficult, than most, and we will continue to consider and this week’s questions throughout the semester. Ask questions!*

1. Drawing from the readings this week as well as Chambers, write an essay that argues that “the Latin American woman” does not exist.
2. Drawing from the readings this week as well as Chambers, explain with at least two historical examples from Latin America how “gender constructs politics and politics constructs gender.”

**THEME 2:
ANDEAN WOMEN UNDER EARLY SPANISH RULE**

Jan. 23 & 25

- Essay for this theme due next Monday by 10 am

Lecture Outline:

- I. Indian Women under Native Empires
 - A. Aztec Society (Mexico)
 - B. Inca Society (Andes)
- II. Spanish Conquest
 - A. Rape and Warfare
 - B. Marriage, Sex and Political Alliances
 - C. The Arrival of Spanish Women
- III. Early Colonial Rule (ca 1500-1600)
 - A. Status and Politics: Cacicacas and Noblewomen
 - B. Economics and Labor
 - C. Religion and “Witchcraft”

Key Terms:

mita	puna	acallas
tribute	curacas (caciques)/cacicacas	Incas
	ayllu	gender parallelism

Reading Assignment:

- Irene Silverblatt, “The world has turned upside down...there is no justice for us here’: Andean Women under Spanish Rule” in Teacord and Echeburuena, *Women and Colonization: Anthropological Perspectives* (1980), pp. 28-57 [read for Tues. Large file; is in 2 parts]
- Bianca Premo, “From the Sockets of Women: The Gendering of the Mita, Migration and Labor in Colonial Chucuito (Peru),” *The Americas* 5, no.1 (July 2000): 63-94.
- Karen Graubart, “Weaving and the Construction of a Gender Division of Labor in Early Colonial Peru,” *American Indian Quarterly*, Vol. 24, No. 4 (Autumn, 2000), pp. 537-561.

Questions for Consideration:

1. How did Andean women’s experience during early Spanish colonialism vary by social class and status? Relate this to Mahabanti’s argument that there is no singular “Third World women’s history.”
2. How and why did Spanish colonialism change Andean women’s gender roles? Relate this to Scott’s notion of the gendering of politics.

**THEME 3:
COLONIAL SEX AND MARRIAGE**

Jan 30 & Feb. 1

•Essay for this theme due next Monday by 10 am

Lecture Outline:

- I. Courtship and Marriage:
 - A. Sex Outside of Marriage. . . in a Catholic society?
 - B. Property and Social Status
 1. Partible Inheritance and Women
 2. Widows as Powerful
 - C. Divorce...in a Catholic society?
- II. Honor(s), Shame(s) and Virtue(s):
 - A. Honor derived from Lineage
 - B. Honor derived from Behavior:
 - C. Sex: The Double Standard

Reading Assignment:

- Ann Twinam, "Honor, Sexuality and Illegitimacy in Colonial Spanish America" from *Sexuality and Marriage in Colonial Latin America* (1988), pp. 118-155
- María Beatriz Nizza da Silva, "Divorce in Colonial Brazil: The Case of São Paulo" from *Sexuality and Marriage in Colonial Latin America* (1998), pp. 313-334.
- Christine Hünefeldt, "Matrimonial Alliances and Conflict" from *Paying the Price of Freedom: Family and Labor among Lima's Slaves* (1994), pp. 127-166

Key Terms:

Palabra de Casamiento	Hybrid Natural	Partible Inheritance
Anulment	Concubinage	Sevicia
Divorce	Honor	

Questions for Consideration:

1. Did the Catholic Church, Iberian monarchs, and individual men all have the same interest in controlling women through the institution of marriage? When did they come into conflict and why?
2. Was the "honor" that non-elite women claimed the same as or different from the honor of elites? What does your answer say about the category of "women" in colonial Latin America?

**FILM 1:
CONVENT LIFE**

Feb. 6 & 8

(Film Paper for this theme due Feb. 15 10 am)

Film:

“Yo, la peor de todos/ I, the Worst of All” (Mexico/Argentina 1990)

Key Terms:

White-veiled nuns

Sor Juana

Inquisition

Reading Assignment:

- Susan E. Ramírez, “I, the Worst of All: The Literary Life of Sor Juana Inés de la Cruz” from *Based on a True Story: Latin American History at the Movies*, Donald F. Stevens, ed., (1997), pp. 47-62 [Read prior to film viewing on Sept. 2]
- Sor Juana’s Letter to Sor Filotea from *Colonial Spanish America: A Documentary History* (1997), p. 203-210.

Film Paper Question: **due Feb. 19**

Sor Juana, in her writings and in her life, manipulated restrictive gender norms in order to carve out more power and freedom for herself. Write an essay that both explains the successes and limits of her endeavors and compares Sor Juana’s experiences to those of ordinary, lay women in colonial society. Was she really all that exceptional?

Remember, for the Film Paper, you must utilize evidence from the film, from all of the readings accompanying the film, and at least two readings from other weeks.

**THEME 4:
WOMEN AND INDEPENDENCE**

Feb. 13 & 15

Film Paper 1 due Feb. 15 10 am

•Essay for this theme due next Monday by 10 am

Lecture Outline:

- I. Late Colonial Reform: Women's Rights, Education and Work
- II. Independence
 - A. Gendered Ideologies of Rule
 - 1. Royal Paternalism and Republican "Fraternities"
 - 2. Citizenship
 - B. Women and War
- III. Post-War Politics
 - A. Conservatives versus Liberals
 - B. Creating "Spheres": The public and the private
 - C. Politics in the "Private" Sphere

Reading Assignment:

- Elizabeth Dore, "One Step Forward, Two Steps Back: Gender and the State in the Long Nineteenth Century," in Elizabeth Dore and Maxine Molyneux, eds. *Hidden Histories of Gender and the State in Latin America* (2000): pp. 3-32 [read for Tues.]
- Rebecca Earle, "Rape and the Anxious Republic" in Elizabeth Dore and Maxine Molyneux, eds. *Hidden Histories of Gender and the State in Latin America* (2000): pp. 127-146 [read for Tues.]
- Sarah Chambers, "The Limits of Citizenship: Gender and Republican Morality" from *From Subjects to Citizens: Honor, Gender and Politics in Arequipa Peru, 1780-1854* (1999), pp. 189-215.

Key Terms:

Bourbon Reforms	Honor	Liberals
Honor	Republican Motherhood	Conservatives
Citizenship	Public/Private Sphere	the state

Questions for Consideration:

1. How were complex colonial social systems that were based on caste, class and gender, such as the honor code, transformed when the concepts of "citizenship" and independence were added to the equation?
2. Write a paper that argues that some of the fundamental tenets of what we consider to be "traditional," longstanding characteristics of Latin American women— passive, long-suffering, maternal— were, in fact, legacies of republicanism rather than colonialism.

MID TERM

Feb. 20: Exam Review
Feb. 24 Mid Term Exam

FILM 2:

NEW GOVERNMENTS, OLD PATRIARCHS

Feb. 27 & March. 1
(Film Paper 2 due March 8, 10 am)

Film:

“Camila” (1984, Argentina).

Key Terms:

Patria potestad

Camila

Juan Manuel de Rosas

Reading Assignment:

- Donald Stevens, “Passion and Patriarchy in nineteenth-Century Argentina: María Luisa Bemberg’s *Camila*,” from *Based on a True Story: Latin American History at the Movies*, Donald F. Stevens, ed., (1988), pp. 47-62 **[Read prior to film viewing on Oct. 20]**
- Jeffrey M. Shumway, “If You Love Me, Parents and Reason Versus Youthful Romance,” in *The Case of the Ugly Suitor and Other Histories of Love, Gender, and Nation in Buenos Aires, 1776-1870* (Lincoln: University of Nebraska, 2004), pp. 68-9

Film Paper 2 Question: **due March 8

Scott criticizes (p. 1058-9) scholars who envision “patriarchy” as a timeless phenomenon, present everywhere and always. Yet Camila’s story, and the plight of other young Latin American women involved in conflicts over affairs of the heart during the late colonial and early republican periods, seem to suggest that even when politics changed, certain central features of patriarchy did not. Do you agree? (In your answer, be sure to define what you mean by “patriarchy.”)

Remember for the Film Paper, you must utilize evidence from the film, from all of the readings accompanying the film, and at least two readings from other weeks.

**THEME 5:
NATIONS, "MODERNITY" AND GENDER**

March 6 and 8
(Film Paper 2 due Mar. 8, 10 am)

- Essay for this theme due next Monday [despite Spring Break] by 10 am

Note: Grades in this course are based on numbers. Now is the time to check those numbers. 3/19 is the last day to drop a course with a DR grade.

Also note: All papers (both Questions for Consideration and Film Papers must be turned in by Nov. 3 to qualify for 5 point extra credit, meaning this is your last chance to write a Film Paper to qualify.)

Lecture Outline:

- I. Liberal Triumphs (ca 1860-1900): The Rise of the State
 - A. Immigration
 - B. Legal Reform
 - C. Labor Policies
- II. Feminism
 - A. Socialist
 - B. Liberal
- III. National Fears: Race and Women and "Order"
 - A. Prostitution
 - B. Disease

Reading Assignment

- Re-read Dore, "One Step Forward, Two Steps Back" [read for Tues.]
- Silvia M. Arrom, "Changes in Mexican Family Life in the Nineteenth Century: The Civil Codes of 1870 and 1884," *Journal of Latin American History* (1973), pp.305-317 [read for Tues.]
- Sueann Caulfield, "Getting into Trouble: Dishonest Women, Modern Girls and Women-Men in the Conceptual Language of *Vida Policial*, 1925-1927" *Signs* (1993), pp 1-46

Key Terms:

Liberalism	Patria Potestad	Performance
Civil Codes	Hygienics	Liberals
Penal Codes	Positivism	Conservatives

Questions for Consideration:

1. What determined most whether the expansion of the State under liberal governments increased women's freedoms: the woman's class, race, age, or some other criterion?
2. Argue that the categorization of certain women as "marginal" or "abnormal" was essential to the creation of Latin American nationalism. How did women themselves participate in the construction of marginalization?

**THEME 6:
POPES, PATRONES & PRESIDENTS**

March 20 & 22

- Essay for this theme due next Monday by 10 am

Lecture Outline:

- I. Popes: “Women’s Work” and The Church
- II. Patrones: Industrialization and Urbanization at Mid Century
 - a. Factories, families and gender
 - b. Industrialists as paternal figures
- III. Presidents: Populist Politics
 - a. Patronage and Paternal Figures
 - b. Eva Perón as Example
 - c. Women’s Suffrage

Key Terms:

Populism	Fundación Eva Perón	Social Catholics
Suffrage	Gossip	Evangelium Novarum
Patronage	Industrialization	Bridge of Love

Reading Assignment:

- Sandra McGee Deuch, “The Catholic Church, Work, and Womanhood in Argentina, 1890-1930, in Gertrude Yeager, ed., *Confronting Change, Challenging Tradition Women in Latin American History* (Wilmington: Scholarly Resources, 1994), pp. 127-151. **[Read for Tues.]**
- Ann Farnsworth-Alvear, “Walking, Fighting, and Working: Workers’ Sociability in Medellín Textile Mills, 1955-1950,” in Evelyn Dagnino and Arturo Escobar, *The Gendered Worlds*, pp. 145-175.
- Julie Taylor, “Lady of Hope,” pp. 214-219 and Eva Perón, “Peronist Feminism in Argentina,” pp. 219-222 Chapter IX, Documents 3 and 4 in John Chasteen and James Wood, *Problems in Latin American History*

Questions for Consideration:

1. How was women’s new political and economic activity during the mid 20th-century disguised as an extension of their “traditional” roles?

2. Did women’s new political and economic activity during the mid 20th-century foster a sense of common identity among women as women, or did it magnify divisions between women?

**THEME 7:
REVOLUTIONARY WOMEN**

March. 27 & 29

•Essay for this theme due next Monday by 10 am

All papers (both Questions for Consideration and Film Papers) must be turned in by next Monday qualify for 5 point extra credit.

Lecture Outline:

- I. Three Revolutions Compared: Mexico, Cuba, Nicaragua
 - A. Women during the Revolution
 - B. Mexico: Soldaderas and Battlefield Women
 - C. Nicaragua: Women in Olive
 1. FSLN and Somoza
- II. Liberation Theology
- III. Women after the Revolution
 - A. “Modernizing” Men and Women: Mexico and Cuba
 - B. Women’s Organizations and Revolutionary States
 - C. Practical versus Strategic Gender Interests
- IV. The Problem of the State

Key Terms:

Cuban Family Code 1975	Comunidades de base	FMC
Sandinista	Practical Gender Interests	AMPRONAC
Soldadera	Strategic Gender Interests	Socialism

Reading Assignment:

- Jocelyn Olcott, “‘Worthy Women and Members’: State-Sponsored Women’s Organizing in Post-Revolutionary Mexico,” *Journal of Women’s History* 13.4 (2003), 106-131 [Read for Tues.]
- Maxine Molyneux, “Modernization without Emancipation? Women’s Interests, the State and Revolution in Nicaragua,” *Feminist Studies* 13:1 (1985), pp. 227-224.
- Maxine Molyneux, “State, Gender and Institutional Change: The Federación de Mujeres Cubanas,” Molyneux and Molyneux, *Hidden Histories*, pp. 291-321.

Questions for Consideration:

1. Drawing from all three cases for the week (Mexico, Cuba and Nicaragua), write a paper that argues that revolutionary governments *were not* revolutionary in terms of gender. (Here, you will have to account for the establishment of significant programs for women and the visibility of women in all three cases.)
2. Drawing from all three cases for the week (Mexico, Cuba and Nicaragua), write a paper that argues that revolutionary governments *were* revolutionary in terms of gender. (Here, you will have to account for the significant disappointments women faced in all three cases.)

FILM 3
"EMANCIPATION?"

April 3 & 5

(Film Paper 2 due April 12, 10 am)

Film:

"Lucía" (1968), Cuba

Key Terms:

Cuban Law 1263

Humberto Sola

Reading Assignment:

- Barbara Weinstein, "Lucía: Inventing Women's History on Film" from *Based on a True Story: Latin American History at the Movies*, Donald F. Stevens, ed., (1998), pp. 124-47. [Read prior to film viewing on April 2]
- Cuban Law No. 1263, Maternity Law for Working Women, Gertrude Teague, ed., *Confronting Change, Challenging Tradition Women in Latin American History* (Washington: Scholarly Resources, 1994), 182-88.

Film Paper 2 Question: **April 12, 10am**

Using Humberto Solas's depiction of the three "Lucías" along with other sources, write a paper that explores how revolutionary men faced a difficulty in imagining women as independent historical actors. Consider how socialist men in particular failed to see women as agents who can act independent of larger (male/state) forces, and also how states had difficulty changing ordinary men's attitudes toward women.

Remember, for the Film Paper, you must utilize evidence from the film, from all of the readings accompanying the film, and at least two readings from other weeks.

Do

**THEME 8:
MOTHERS AGAINST THE MILITARY**

April 10 & 12
(Film Paper 3 Due Nov. 12)

Lecture Outline:

- I. Dirty Wars
 - A. Chile, Argentina and Central America
 - B. Gender, Subversives and Patriarchal States
 1. Disappearances
 2. Sexual Violence
 3. Children
- II. Motherist Movements
 - A. Conservative Women against a Socialist Democracy
 - B. Non-Partisan Women against Terrorists States

Reading Assignment:

- Re-read Molyneux, "Mobilization without Emancipation" [read for Tues.]
- Jo Fisher, Chapter 4, "Where are Our Children," from *Out of the Shadows* [read for Tues.]
- Jennifer Schirmer, "The Seeking of Truth and the Gendering of Mourning: The CoMadres of El Salvador and the CONAVIGUA Widows of Guatemala," from *Viva! women and popular protest in Latin America*, S. Radcliffe and S. Westwood, eds. (1993), pp. 30-64

Key Terms:

Motherist Movements	aparición con vida	Feminist Consciousness
Dirty War	Human Rights	Liberal Feminism
Poder Femenino		

Questions for Consideration:

1. Returning to Caulfield's description of Butler's theories, in which she argues that repeated "performance" of traditional gender roles can be subversive. Reflect on whether women's political "performances" based on traditional norms (i.e., motherism) reinforced or challenged gender inequalities under military governments.

2. Returning to Molyneux's 1985 theories of "practical" versus "strategic" interests, consider whether in the cases of Central American and Argentine motherist movements, strategic interests can serve as a bridge to feminist ones.

For the especially ambitious: Consider Chandra Mohanty's critique of First World feminism and use it to critique the authors of this week's readings and Molyneux's 1985 work.

**THEME 9:
FEMINISM AND CONTEMPORARY ACTIVISM**

April 17, April 19

Artifact of Activism Activity Due by Thurs, April 19

Artifact of Activism: Due April 17 Share, in whatever format you find useful (short paragraph, meme, video, podcast—no more than 3 minutes in length) what women’s activism you have discovered on the Discussion Board called Archive of Artifacts of Activism. Which Latin American/Latina women does it involve, where? What are its goals? When created? Are women defined as unique because they are Latin American? Most critically, how are women, feminism or women’s issues defined? Most importantly, what from our interrogation of the category “woman” in Latin American history: What would (choose one) Joan Scott or Chandra Mohanty say about this activism? Judith Butler? Maxine Molyneux? As a first step, watch/read/look at your colleagues artifacts. Decide, using the discussion board, whether the artifact is an example of a unifying notion of women or is one in which other identities predominate. We will discuss your ratings in class on April 17.

- I. Second-Wave Feminism in Latin America
 - A. Economic Answers to the “Women Question”
 - B. Testimony and Gender Complementarity
 - 1. Rigoberta Menchú
 - 2. Domitila Barrios de Chungara
 - C. Sexual identity
- II. Women’s and Gay Movements during the Return to Democracy
- III. The Encuentros

Key Terms:

Encuentros	Sex versus gender identity	Testimonio
Feminómetro	Movimiento de mujeres	International Year of the Woman (1975)
Militantes	feminist	Human Rights

Reading Assignment:

- Adalberto, “You’re a Militant and Homosexual; Obviously There’s a Problem,” from *Brazilian Women Speak*, Denise Patai, ed. (1988), pp. 248-269
- Nancy Porta Sternbach, Maryssa Navarro-Aranguren, et al. “Feminisms in Latin America: From Bogotá to San Bernardo,” *Signs*, Vol. 17, No. 2. (Winter, 1992), pp. 393-434.
- Jocelyn Olcott, “Cold War Conflicts and Cheap Cabaret: Performing Politics at the 1975 United Nations International Women’s Year Conference,” *Gender & History* (2010)

Questions for Consideration:

1. Drawing from Mohanty’s piece as well as this week’s readings, write a paper that argues that there is no such thing as a “Third World feminist.”

2. Which “identities” other than gender-based identities have divided feminists since the 1970s? In what arenas have Latin American (and other) “feminists” found common ground?

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