HIST 4068/6068
Women and Gender in the History of Latin America
Spring 2008
TR: 11:20- 12:45 pm
Mitchell Hall: 203
Office: Mitchell 135 TR: 10-11 am; 1:30-2:30 pm or by appointment
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Purpose of the Course

This course intends to provide an introduction to the history of women and gender in Latin America; the course focuses on main historical epochs from the Colonial period to the beginning of the Twentieth Century. It does not comprise the Latin American continent. It began with a survey of several key issues and debates such as the subordination of women and patriarchy, feminism and gender inequalities. It continues with a study of the role of women in the Iberian, Indigenous and African societies. To examine the domestic and the public lives of women in Colonial Latin America, we have to keep in mind the extraordinary cultural, racial and ethnic diversity of the region. It is from this vantage point that the course explores issues such as honor, sexuality and convent life. As we engage in the history of women in the Nineteenth Century we will discuss the impact of the state formation in Latin America, and the development of Liberalism on women. In examining the Twentieth Century we will focus mainly in the increasing participation of women in the economy and the political life of the Latin American societies.

Required Reading

- Rigoberta Menchu: *I...Rigoberta Menchu*
- Alicia Partnoy, *The Little School: Tales of Disappearance and Survival in Argentina*
- On line reading material as indicated on the Course Schedule

Course Format

This is primarily a reading and discussion course. Attendance and preparation are very important. The readings will present a debate on a subject which we will continue in class. The reading and the thoughts it sparks in you are essential parts of the course. To learn from and enjoy this course, you must complete all assigned readings on time.

The lectures and readings are meant to complement one another although they will not always perfectly coincide. Typically each lecture will be at once factual and interpretative. The lectures provide you with additional historical and historiographical material to work with in developing your own interpretations of events.

Class Participation

One of the primary forms of participation will be discussion. We will meet in small sections to talk about the readings. And think through issues together. Have the readings done before you come to class and be ready to discuss them. Don’t feel intimidated by a lack of background in history; often there is no one ‘right’ answer to the questions being discussed and undergraduates always do as well as graduate students in these sessions.
Your discussion grade will be based on the quality of your participation; simply being there or saying “something” will not get you a high grade. You will be expected to bring to each discussion section a brief written reaction of the reading material (three paragraphs). These comments will be collected on random weeks. Our regular class meetings on those weeks will last only 45 instead of 75 minutes in order to make time for the discussion. Part of your participation grade is the task of leading discussion (5 percent of this portion of your grade). You will be required to lead at least one discussion.

**Papers**
Three papers (4 to 5 pages long, double spaced). They should not book report or summaries, but rather your analysis of a topic chosen from a list of themes provided in advance.

**Final Exam**
There will be a final essay exam drawn from all course materials: lectures, reading, assignments, discussions and films. The final essay exam is a comprehensive exam.

**Additional Requirements for Graduate Students**
In order to more fully introduce you to the historical scholarship, you will read an additional 5 books around an appropriate topic and write a historiographical essay about them describing their content, thesis, argument, approach, use of evidence, major conclusions and place in historiography as well as a critique of their merit, comparing and contrasting them with one another. In addition, I would like you to share your findings with your classmates in informal oral reports (approximately 10-15 minutes long) at appropriate intervals. Prepare to deliver at least three of these during the semester. You may discuss books singly or in combination. You may also use visual aids, hand-outs and other materials to better communicate information about the book(s). Please let me know as soon as possible the general topic or period you will pursue so that I can schedule your reports. You will not be required to take any of the exams.

**Additional books for graduate students**
Grades
Class Participation  25 percent
Papers (3)  45 percent
Final Essay Exam  30 percent

Grades Graduate standing
Class Participation  20 percent
Papers (3)  30 percent
Historiographical Essay and oral reviews  50 percent

Academic Misconduct and Sanctions
As a student in this course, you are required to uphold academic integrity in all aspects of the course, especially on examinations and papers, and thus are cautioned to follow the letter and the spirit of the standards outlined in the *Code of Student Rights and Responsibilities* (available online at http://saweb.memphis.edu/judicialaffairs/pdf/CSRR.PDF). Cheating, plagiarism, forgery, and falsification are serious offenses and will be dealt with according to the procedures outlined in the *Code*. Sanctions for academic dishonesty may include lowered or failing grades on assignments or the course, probation, loss of privileges, and suspension or expulsion from the University.

The *Policy about Academic Misconduct* of the Department of History at The University of Memphis (available online at http://history.memphis.edu/misconduct_policy.html) contains definitions of terms such as "cheating" and "plagiarism," procedures for dealing with violations, and sanctions which may be imposed. By taking this course you are obligated to adhere to this policy and are subject to the stated penalties for any violations of academic integrity.

Papers, reviews, projects, and other written work submitted for credit in another class either at The University of Memphis or elsewhere may not be submitted for credit in any class within the Department of History. The Department regards the submission of such work as academic misconduct, an attempt to earn credit for work that was not actually done for the class, and it will result in the same sanctions as prescribed for other academic misconduct.
Course Schedule

Week 1: Introduction
Jan 15- Introduction to Latin America
Jan 17- Introduction to Women’s History

Week 2: Women in Pre-Columbian Societies
Jan 22–Jan 24
Women’s place in the age of Exploration
• Discussion. Bring written reaction of readings

Week 3: The Establishment of Colonial Societies
Jan 29: Gender Roles
E. Reading: Irene Silverblatt, “The Universe Has Turned Inside Out…There is No Justice for Us Here: Andean Women under the Spanish Rule,” in Mona Etienne (ed.) Women and Colonization: Anthropological Perspectives, pp. 149-160
Kellogg: read pp. 53-62

Jan 31: The Culture Honor
E. Reading: Lyman Johnson and Sonya Lipsett-Rivera (eds) The Faces of Honor: Sex, Shame and Violence in Colonial Latin America (University of New Mexico, 1998). Ch. 1-4
• Discussion. Bring written reaction of this week readings

Week 4: Marriage and the Family in Colonial Latin America
Feb 5-7
Socolow, pp 51-90
• Discussion. Bring written reaction of this week readings
• Paper # 1 is due Today

Week 5 Women and Religion in Colonial Latin America
Feb 12 Convents and Nuns
Socolow, pp 91-111;
E. Reading: Asuncion Lavrin, “Female Religious” in Cities and Society in Colonial Latin America
Feb 14: Film Presentation: I, the Worst of All
E. Readings: Susan E. Ramirez, I, the Worst of All: The Literary Life of Sor Juana Ines de la Cruz, in Donald Stevens, Based on a True Story: Latin America History at the Movies (Scholarly Resources, 1997) pp.47-62

Week 6: Women and the Independence in Latin America
Feb 19: Discussion on Women and Religion in Latin America.
Feb 21: The Place of Women in the New Republics
E. Readings: Rebecca Earl, “Rape and the Anxious Republic: Revolutionary Colombia, 1810-1830,” in Dore and Molyneux, pp. 127-146

Week 7: Education and the Law
Feb 26-28
• Discussion. Bring written reaction of this week readings

Spring Break: March 3-9

Week 8: Patriarchy in the New Republic
March 11: Film Presentation: Camila
Donald F. Stevens, “Passion and Patriarchy in Nineteenth Century Argentina: Maria Luisa Bemberg, Camila, in, Donald F. Stevens, Based on a true. Pp.85-102
March 13
• Discussion. Bring written reaction of this week readings
• Paper # 2 is due today.

Week 9: Women and politics in the Early 20th Century
March 18: Suffrage and civil rights
March 20: Educating women
• Start reading: Rigoberta Menchu: I...Rigoberta Menchu

Week 10: Women and Work in the Early 20th Century
March 25-27

- Discussion. Bring written reaction of this week readings

Week 11: Feminist Movements in the 20th Century
April 1-3

- Discussion. Bring written reaction of this week readings
- Paper # 3 is due today

Week 12: Women in Socialist Cuba
April 8-10

- Discussion. Bring written reaction of this week readings

Week 13: Gender and Dictatorship; The Mothers of Plaza de Mayo
April 15-17
E. Reading: Jean Bethke Elshtain, “The Mothers of the Disapperared: An Encounter with Antigone’s Daughters”
Alicia Partnoy, The Little School: Tales of Disappearance and Survival in Argentina

Week 14: Women, race, class and poverty
April 22
Carolina Maria de Jesus, Child of the Dark

- Discussion. Bring written reaction of this week readings

Final Examination: R, May 1, 8:00 - 10:00am