Women in Latin American History (HIST 369)

Spring 2019, Truman State University
BH 212, MWF 12:30-1:20
Office: MC 227
Marc Becker
marc@truman.edu
Phone: x6036

Description
This course assesses the continuities and changes in the lives of Latin American women from the peopling of the continent to the present. We will examine concepts that have structured Latin American beliefs about gender including of honor and shame, and machismo and marianismo, and examine issues of gender relations, sexuality, and political involvement. How do beliefs about gender and gender roles relate to social structures including race, class and political structures, and how have these beliefs changed over time? By the end of the course students should have a clearer understanding of how gender influences historical changes and continuity in Latin America.

This course meets the Intercultural Perspectives requirement of the Liberal Studies Program. As such, it will provide you with a greater knowledge and appreciation of cultural diversity through the study of encounters of Indigenous, European, and African women in Latin America. Hopefully this course will make you more aware of how culture has been used for political and social ends, including confronting sexism, racial discrimination, economic exploitation, and social injustice.

See the syllabus addendum on Blackboard for additional class policies.

Readings

Assignments and grades

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Participation</td>
<td>300 pts</td>
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<tr>
<td>3 Response papers (100 pts each)</td>
<td>300</td>
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<td>Fun Friday Biography</td>
<td>300</td>
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<td>Final Exam</td>
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Participation: This is a discussion-based class. Exchange of ideas, personal thoughts, arguments, and perspectives is the central benefit of the class format. We are not here to impress one another, but to engage in an honest dialogue about crucial issues. Please be mindful that we
may not all have the same level of expertise, and that everyone's unique perspectives are of equal importance. We need to respect one another while challenging alternative perspectives. As you cannot participate in discussion if you are not present, unexcused absences will be taken out of your participation grade. Inappropriate use of electronics during class will also negatively affect the participation grade. Assessment will be based on the following criteria:

- Depth and content: participation beyond mere opinions; keeping discussion open for further development; ask yourself: can peers respond to my comments?
- Consistency: daily engaged involvement; paying attention to the comments of others
- Leadership: encouraging peers to participate; being prepared to discuss that day’s readings (and how they relate to those of previous class periods)
- References: to readings, experiences, and/or past discussions

The participation grade will be based on successful completion of the following two assignments:

**Discussion questions:** For each daily reading, post one question or discussion topic related to the readings to the class google drive (https://drive.google.com/drive/folders/1LsryUceX- VVn215dq8-uCYUOPLGKPQ2v?usp=sharing). If a document for that reading does not already exist, please create a new one. If someone else has already raised the theme you planned to post, it is perfectly fine to expand on that post. Please clearly label your contribution with your name.

**Discussion leaders:** For each class period, one student will sign up on the class google drive to lead the discussion (organize the discussion questions into a logical flow) and another to moderate discussion (run stack) to assure that everyone has equal space to speak. Sign up for a total of three times, including at least once to lead and once to moderate the discussion. Do not sign up more than once for the same book.

**Response papers:** Prepare a 3-5 page typed response to each assigned book. Identify the author’s main arguments, and examine the use of sources, methodology, and theory. Provide your own assessment or critique of the readings. In writing your essays:

- Identify one main point in the reading that strikes you as most interesting or important
- Don’t just summarize the contents—exploring significance is more important
- Be sure to demonstrate that you have completed the entire reading
- Acknowledge authorship, especially since I want you to engage the authors’ main arguments and the evidence that they use, their use of sources, methodology, and theory
- Be sure to provide your own assessment or critique of the readings.

The essays must be typed, double-spaced, and include citations, a bibliography, and page numbers. Each essay will be due the class period after we finish discussing the book.

**Fun Friday Biographies:** With one other student, write a ten-page paper, prepare a ten-minute presentation, and guide the class discussion for one of the Friday topics listed in the class schedule. Please feel free to suggest a more appropriate recommended reading for the class than what is listed on the class schedule. Prepare a list of discussion questions for the class to guide the discussion. The paper should draw on at least six scholarly sources, including at least one book for each student. The essay must be typed, double-spaced, and include citations, a

**Final exam:** The final exam is comprehensive and cumulative.

**Class Schedule**

Jan 14: Intro
Jan 18: Mama Ocllo (Indigenous America): Powers, Intro & Ch 1

Jan 25: Malintzin (Conquests): Powers, ch. 2

Feb 1: Sor Juana Inés de la Cruz (Religion): Powers, ch. 3
Recommended reading: Sor Juana Inés de la Cruz (Religion): Michelle A. Gonzalez,

Feb 4: Powers, ch. 4
Feb 6: Powers, ch. 5

Feb 11: Powers, ch. 6
Feb 13: Powers, ch. 7
Feb 15: WGST conf

Feb 18: Powers, conc
Feb 20: O'Connor, ch. 1
Feb 22: Manuela Sáenz (Independence): O'Connor, ch. 2

Feb 25: O'Connor, ch. 3
Feb 27: O'Connor, ch. 4

March 4: O'Connor, ch. 5
March 6: O'Connor, ch. 6
March 8: Evita (Populism): O'Connor, ch. 7

March 18: O'Connor, ch. 8
March 20: O'Connor, ch. 9
March 22: Hebe de Bonafini (Revolutionary Motherhood): O'Connor, ch. 10

March 27: Mary K. Vaughan, “Pancho Villa, the Daughters of Mary, and the modern woman : gender in the long Mexican Revolution,” in Sex in Revolution: Gender, politics, and power in


April 12: Work on final projects


Final Exam: Friday, May 10, 11:30-1:20