

<b>HIST, WOST 294</b> Spring 2016 T/R 1:20-2:30 Comenius Hall 304	<b>Dr. Sandra Aguilar</b> aguilars@moravian.edu Office: Comenius Hall 302 Office hours: T/R 11:30am-12:30pm and by appointment
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## WOMEN AND GENDER IN LATIN AMERICA



### Course Description

This course explores women and gender in Latin America from a historical and cultural perspective. We look at how ideas of masculinity and femininity had changed over time by reflecting upon men's and women's experiences since Colonial times. Examining gender throughout history reveals that femininity and masculinity are constructed rather than biologically or essentially predefined, and vary across class and race. The history of gender in Latin America gives account of how women used the tropes of motherhood to challenge patriarchal authority and the role of women in nation-state formation. Studying men and masculinities shows the complexities of machismo and patriarchy, as well as the social pressure experienced by men who have to fulfil several expectations such as being a successful breadwinner. The aim of this course is to understand the mechanisms through which gender has been reproduced by analyzing the historiography and by looking at gender from various perspectives, such as art, literature, and cinema.

### Objectives

- Engage in active learning: a process in which students familiarize themselves with new information, analyze it, create their own interpretation, and express it in clear and well-structured arguments.
- Become critical, creative, and independent thinkers.
- Familiarize with various sources.
- Question your previous knowledge about gender and expand your understanding of Latin America.
- Learn to value diversity and the need of understanding different cultures in a globalized era.

## Films

*Camila*, directed by María Luisa Bemberg, Argentina-Spain, 1984.

*Maria Full of Grace*, directed by Kari Joji Fukunaga, Colombia, Ecuador, USA, 2004.

*Backyard*, directed by Carlos Carrera, Mexico, 2009.

## Class Requirements and Classroom Policies

### 10% Participation

- Attendance is not enough; you need to be proactive expressing your ideas and doubts and interacting with other classmates. Participation is essential to generate a rich and stimulating discussion and to maintain students involved and motivated.
- In order to facilitate participation you have to make all the readings before class and take notes about them to be prepared to ask questions, discuss, and reflect about the assigned material. Be ready to define the main arguments and ideas addressed in each document, give your opinion about the content and style of each text, and establish connections with what we have read so far and your previous knowledge and experience.
- Asking questions is also an essential element of the learning process, so do not feel ashamed about having doubts. One of the main goals of college education is to develop a critical mind and be able to see the world from various perspectives, so please do ask questions and express your dissent.
- You need to do all the readings. This is a very intense course, so please organize your study time so you can finish readings before the due date.

### 10% Document analysis

Each class one student will be in charge of guiding the discussion based on a series of questions to help the class analyze the assigned readings. The questions should be open and point at the main argument, key ideas, methodology, contributions and limitations of each document, as well as doubts. Questions should be complex and point at various layers of meaning that might not be fully answered by the text. Avoid posing questions that are easy to answer or that imply a personal opinion. We will practice this skill together the first weeks of classes.

### 20% Reading Reports (10 reports 2% each) due by 10am on the due date

A two page report addressing the following aspects:

1. Main argument or thesis: what is the author trying to prove?
2. Methodology: How is the author supporting his point, which evidence is he/she showing, what kind of primary and secondary sources is he/she utilizing?
3. Contributions: How is this research adding to our knowledge, why is it important, what makes this work unique or needed?

4. Connections: How can you connect this reading with the previous ones we have done in class, is this document arguing against or in favor of what other authors have discussed?
5. Define five unfamiliar or unknown words
6. Pose three questions about sections, sentences, terms or anything in the text that is not clear to you.

## **60% Research paper**

Throughout the semester you will carry out an in-depth monographic study about any topic of your interest related to women and/or gender (femininity, masculinity, queer identities) in Latin America from a historical perspective. You will submit your work in stages and present it in front of the class. Each stage is essential and should be given the importance of an independent assignment. Students will provide feedback on their drafts during a workshop. At the end of the semester each student will have a 15-page long paper and they will present their outcome to the class.

## **5% Research topic and bibliography**

Provide a tentative title, a 400-word description addressing the questions what, why, and a bibliography including at least seven books or articles. You should include a schedule dividing tasks in your team. Define which books or articles will be read by whom as well as your own deadlines. Please look at the document providing guidance on how to write a bibliography in Chicago style. You will find it on Blackboard.

## **10% Summary of a monograph**

After revising your bibliography with me, I will ask you to read one specific book/monograph. You will read this book from cover to cover and write an eight to ten page summary of it. This reading will allow you to have a better sense of your topic and how to organize your research. You should divide your summary in chapters and write the page numbers that you are referring to at the end of each paragraph. Try to summarize in your own words instead of quoting directly from the book, but do add quotes that eventually could end up in your paper. Also add comments that could also end up in your final paper. At the end of the summary, you will include a one-page reflection about what was the most interesting aspect of this book and how this reading has helped you understand better your topic and how to proceed in your research. You will present the main argument of the book you read in front of the class.

## **10% Research project and literature review**

A five-page long project including: title, introduction, outline describing each section of your paper, and an updated bibliography. In the literature review you should make reference to at least six sources, providing a brief summary and how those book chapters or articles contribute to your research. You will continue researching, reading and adding material for your final paper. You will prepare a presentation to deliver in front of the class.

## **5% First draft of your final paper**

Length: at least 7 pages including bibliography.

**10% Second draft of your final paper**

Length: at least 13 pages including introduction, conclusions and bibliography.

**10% Final paper**

Length: 15 pages including introduction, conclusions and bibliography. Your final paper should be based in at least eight sources.

**5% Peer review workshops**

**5% Final research presentation**

It should last no more than 15 minutes and will take place the last two classes of the semester.

The accumulated points will be converted to letter grades using the following scale:

100-93% =A, 92-90% = A-, 89-87% = B+, 86-83% = B, 82-80% = B-, 79-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-60% = D- Anything less than 60% is an F.

**Five points will be deducted from each assignment's grade if it is submitted after the deadline and this deduction will be repeated for each consecutive late day after the due date.**

If you are unsure or would like some advice please set an appointment with me at least three days before the due date of each assignment.

Back up all your work (in your computer and Google drive ) in order to avoid losing your files.

**You must submit all your work before the class on the due date either as a Word document or as a PDF (no later than 1:10pm).**

### **Extra Credits**

These are activities related to History or our class. The History Club organizes talks every other week either on Tuesdays or Thursdays at 11:45am in the History Commons (Commenius Hall 300). You will receive an all-campus email inviting you. You need to attend, participate, and write a two-page reflection, not a summary, and submit it via Blackboard within one week. You will receive one extra point towards your final grade per assignment, there is no limit in the number of extra credits that you can submit.

## Research sources

- In preparing for your paper you should use secondary sources (books and scholarly articles). No internet sources will be accepted. The following are exceptions to this rule and may be used, since they are clearly of scholarly nature:
  - Articles from full-text databases like JSTOR and Project Muse  
<http://www.jstor.org/> and <http://muse.jhu.edu/>
  - Newspapers and magazines are not scholarly sources. Most content does not state its author and if so, it does not include references to its sources. Although it could be helpful to give you a general understanding on a topic, newspaper and magazine articles are not adequate for academic research. Be mindful about your searches, EBSCO or Academic Search Elite for instance, include references to many newspapers and magazines, so pay attention to where your information comes from.
  - Only Internet pages that I have approved well in advance, at least one week before turning in the assignment could be used as sources.
- Wikipedia is not a reliable source of information, so it is not acceptable to base your academic papers or presentations on it. Using Wikipedia will result in an “F”.
- For this research you will need to go beyond the Reeves Library collection, so it is important to familiarize yourself with the interlibrary loan process. Loans have to be ordered at least a couple of weeks in advance, so please plan ahead of time.

## About style and sources

- Please use Times New Roman font size 12, one-inch margins, and double-space in between lines in all your assignments. The student’s name should be typed in the upper left corner of the first page or as a header. After this header, one blank line should appear before the assignment title, which should be followed by one blank line before beginning the assignment. You do not need to add a cover page.
- Contractions (don't, can't, he's) should not be used in academic writing. I will deduct two points per each contraction you use.
- Citations must be provided including footnotes following the Chicago Style. See <http://moravian.libguides.com/content.php?pid=59393&sid=436067> or <http://dlib.hamilton.edu/sp/subjects/guide.php?subject=CitingSources#misc>
- Submit all your work via Blackboard. You must upload your work before class on the due date. Late submission will be penalized by deducting five points per day.
- Back up all your work by creating a Google folder under the Google folder for this class.

## About the Writing Center

At the Writing Center, trained Moravian students work with you to figure out assignments and improve your writing. They can help at any stage of the writing process, whether you have not started the assignment and need help picking a topic, or you are near the end and want to check that everything is in order. Any type of writing can be taken there. The tutors will first work with you to make sure that all the bigger issues are covered, such as proper citation, fulfilling the assignment, and structure of the paper. Then, they can also help you with spelling, grammar, and mechanics. You can sign up for a half-hour or an

hour-long appointment. After your appointment, the tutor you work with will send me a progress report, letting me know that you were there. The Writing Center is on the second floor of Zinzendorf Hall. This building is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392. Their hours vary each semester, but they are generally open Monday-Thursday afternoons and evenings, and Sunday evening. Watch your email for an announcement about when the Center opens, generally the third week of the term, which will also include the hours.

### **About attendance and classroom etiquette**

- The attendance policy for this course is strict. Only TWO unexcused absences are allowed in the semester. To justify an absence you must provide a doctor's note or a written explanation from an athletics coach. An email explaining why you were not there does not suffice. If a student plans to arrive more than five minutes late to class, he or she might consider making other arrangements or inform me in advance and arrive in a non-disruptive manner.
- I will deduct two points per each additional unjustified absence (after your two allowed unjustified absences). If you miss more than five classes your chances of passing the class will decrease as you might lag behind deadlines and will miss explanations and announcements. You are responsible for finding out important information provided in class if you were unable to attend.
- As a courtesy to the class, please be on time. Lateness will affect your participation grade.
- If you need to go to the restroom, please do so before or after the class. Restrain from leaving the classroom unless it is extremely necessary.
- You should not carry on conversations in class, even if they happen to be related to the topic. Even if such conversations are relatively quiet and do not seem to disturb anyone nearby, they can be distracting and rude to the professor. So if you have something to say or ask, please share it with the rest of the class.
- Please turn off your cell phones during class. Close your Facebook and/or any other social media website as well as any non-relevant site. You should be able to concentrate while in class. No texting or chatting will be tolerated. If I find you texting or browsing the Internet I will send you an email reminding you of this policy. If you disregard it, I will deduct two points of your final grade after each recurrence.
- Laptops and Ipads should be used for class purposes only. If you need to reply emails, make other class's assignments, check your social networks or do anything non-related to this class I will ask you to please leave the class. It is very important to focus on class, take notes and be ready to engage in the conversation.
- I do understand that emergencies happen, so if for any reason you need to have your cell phone on please turn it to vibrate mode. If you need to make a call or reply to a message, please do it outside of the classroom.
- Contact me at least three days before the due date if you have queries about a specific assignment. If your query is not urgent, please ask it the following class. Chances are that other students also have the same doubt.
- Deadlines are not negotiable.

### **Students with disabilities**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

### **Readings and films**

- All readings should be completed before coming to class. It is essential that you bring your book, readings and notes to every class as we will routinely refer to both.
- Most films will be available in the Blackboard site of this course. If you have troubles streaming the films, please go to the library and look for them. You cannot borrow the DVDs, but you can watch them at Reeves. You are responsible for watching assigned films outside class hours and be prepared to discuss them in class. I will post questions for you to answer beforehand.
- Everyone is responsible for visiting the Blackboard site of this course where you will find:
  - The course syllabus
  - All the readings
  - Questions about the films
  - Power point presentations
  - Referencing and writing advice

### **E-mail communication and Office Hours**

- I will send you relevant information and contact you when necessary only through your Moravian email account, so please have a look at it on a daily basis. I also expect you to contact me through your college email rather than your personal email. Please become familiar with Moravian email as this will be the main way to get in touch with your professors.
- Email Etiquette: Whenever you are addressing an email to someone other than a good friend, you need to follow basic email etiquette. Your emails should have a proper greeting (Hello Professor Aguilar or Dr. Aguilar); "Hi there" or just "Hi" is not acceptable. Your message should follow the rules of standard written English (capitalization, spelling, and grammar), and a closing ("Thank you for your help," or "Thank you for your time"). It is always polite to thank the person for reading the email and trying to assist you. Also, be sure to sign the email with your own first and last name. The subject line of your email should be clear and formal. Messages that do not follow this format will not be addressed.
- I will make my best to reply to your emails within 24 hours from Monday to Friday. If your query is not urgent, please ask it the following class. I will not reply to emails after 5:00pm or over weekends, so please plan ahead of time.
- Office hours: Feel free to drop in during my office hours or set an appointment if those times do not work for you. It is very important to meet with me in case you have queries about assignments or if you have any concern about the class. Do let me know if you are coming so I can schedule you in and set enough time to spend with you.

### **Academic honesty**

- Moravian College does not tolerate plagiarism, cheating, or helping others to cheat.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own. It may be inadvertent or intentional.
- Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should simply be cited.
- For a more detailed explanation on plagiarism please see the “Academic Honesty at Moravian College” link under Academic Life at the Student Handbook website.
- If you have questions about how to reference others’ works you should look at the referencing advice and explore the suggested websites in the Blackboard site of this course. Also look at <http://moravian.libguides.com/content.php?pid=59393&sid=436064>
- Students suspected of plagiarism or cheating will automatically receive an “F” in the course and will be reported to the appropriate school authorities.

**Please do not hesitate to speak directly with me if you have any questions about any of the assignments and/or requirements for the class.**

### **SCHEDULE**

#### **I INTRODUCTION**

##### **1/19 Welcome to Women and Gender in Latin America!**

- Introductions
- Syllabus and grading

##### **1/21 Reading Gender in History**

- Write a reaction to the course syllabus. Include at least two comments, which can be in the form of doubts or typos.
- Carmen Ramos Escandón, "Reading Gender in History" in Elizabeth Dore (ed.), *Gender Politics in Latin America: Debates in Theory and Practice*. New York: Monthly Review Press, 1997.

##### **1/26 Gender and History**

- Joan W. Scott, “Gender: A Useful Category of Historical Analysis” in *Feminism and History*. Oxford: Oxford University, 1996.
- Reading report 1

##### **1/28 Research Lab: Defining your topic**

- Bring your laptop and at least two possible topics (look at my suggestions at the end of the syllabus). We will explore the Internet, various databases, and learn how to order interlibrary loans.

##### **2/2 Gender and Historiography**



- Sueann Caulfield, "The History of Gender in the Historiography of Latin America" *The Hispanic American Historical Review*. vol. 81, no. 3-4, August-November, 2001, pp. 449-490.
- Submit research topic and bibliography

## **2/4 Writing a literature review**

- Hutchinson, Elizabeth, "Add Gender and Stir? Cooking up Gendered Histories of Modern Latin America," *Latin American Research Review*. vol. 38, no. 1, 2003, pp. 267-287.
- Define monograph

## **II WOMANHOOD AND PATRIARCHY**

### **2/9 Prostitutes and Guardian Angels**

- William E. French, "Prostitutes and Guardian Angels: Women, Work, and the Family in Porfirian Mexico" *The Hispanic American Historical Review*. Vol. 72, No. 4 (Nov., 1992), pp. 529-553.
- Reading report 2

### **2/11 Patriarchy and Class**

- Mary Kay Vaughan, "Modernizing Patriarchy" in *Hidden Histories of Gender and the State in Latin America*. Durham: Duke University Press, 2000, pp. 194-214.
- Discussion based on the film *Camila*

### **2/16 Patriarchy in the Transition to Capitalism**

- Florencia Mallon, "Patriarchy in the Transition to Capitalism: Central Peru 1830-1950", *Feminist Studies*. vol. 13, no. 2, Summer, 1987, pp 379-407.
- Reading report 3

### **2/18 Maternity and Women's Rights in Twentieth-Century Chile**

- Jadwiga E Pieper Mooney, *The Politics of Motherhood: Maternity and Women's Rights in Twentieth-Century Chile*. (Pittsburgh: University of Pittsburgh, 2009): 13-43.

### **2/23 Monograph presentations**

- Submit summary of a monograph

### **2/25 Gendered Invisibility, Respectable Cleanliness**

- Katharine French-Fuller, "Gendered Invisibility, Respectable Cleanliness: The Impact of the Washing Machine on Daily Living in Post-1950 Santiago, Chile" *Journal of Women's History*, Vol. 18 No. 4, 2006 79-100.
- Reading report 4

### III WORK AND EDUCATION

#### 3/1     **The making of la mujer obrera**

- Ann Farnsworth-Alvear, *Dulcinea in the Factory: Myths, Morals, Men and Women in Colombia's Industrial Experiment, 1905-1960*. Durham, N.C.: Duke University Press, 2000, chapter 2.
- Reading report 5

#### 3/3     **Presentations and peer-review workshop**

- Submit research topic and literature review

#### 3/8-10         **Spring recess, no classes**

#### 3/15     **Women, Class, and Education**

- Mary Kay Vaughan, "Women, Class, and Education in Mexico, 1880-1928", *Latin American Perspectives*, vol. 4, no. 1/2, Winter-Spring, 1977.
- Reading report 6

#### 3/17     **Gender, Class, and Anxiety**

- Patience A. Schell, "Gender, Class, and Anxiety at the Gabriela Mistral Vocational School, Revolutionary Mexico City" in Jocelyn Olcott,, Mary Kay Vaughan, and Gabriela Cano, eds. *Sex in Revolution. Gender, Politics and Power in Modern Mexico*. Durham: Duke University Press, 2006.

### IV GENDER AND SEXUALITY

#### 3/22     **Masculine Consumption, Race, Nation and Homosexuality in Porfirian Mexico**

- Víctor Macías-González, "The Lagartijo and the High Life: Masculine Consumption, Race, Nation and Homosexuality in Porfirian Mexico" in Robert McKee Irwin, Edward J. McCaughan, and Michelle Rocío Nasser eds. *The Famous 41: Sexuality and Social Control in Mexico, C. 1901*. New York; Basingstoke: Palgrave Macmillan, 2003.
- Reading report 7

#### 3/24     **Peer-review workshop**

- Submit first draft

#### 3/29     **Interpretations of Sexuality in Mexican City Prisons**

- Pablo Piccato, "Interpretations of Sexuality in Mexican City Prisons: A critical Version of Roumagnac" in Robert McKee Irwin, Edward J. McCaughan, and Michelle Rocío Nasser eds. *The Famous 41: Sexuality and Social Control in Mexico, C. 1901*. New York; Basingstoke: Palgrave Macmillan, 2003.
- Discussion based on the film *María Full of Grace*

#### 3/31     **Transgender Masculinities**

- Gabriela Cano, "Unconceivable Realities of Desire: Amelio Robles's (Transgender) Masculinity in the Mexican Revolution" in Jocelyn Olcott,, Mary Kay Vaughan, and Gabriela Cano, eds. *Sex in Revolution. Gender, Politics and Power in Modern Mexico*. Durham: Duke University Press, 2006.
- Reading report 8

#### **4/1 Last Day for Withdrawal with W**

### **V POPULAR CULTURE**

#### **4/5 Tango and Masculinity**

- Eduardo P. Archetti, "Masculinity, Primitivism, and Power," in William E. French and Katherine Elaine Bliss, *Gender, Sexuality, and Power in Latin America since Independence*. Lanham: Rowman & Littlefield, 2007, pp. 212-229.

#### **4/7 Modern Women and their Enemies**

- Anne Rubenstein, "The War on las Pelonas: Modern Women and their Enemies, Mexico City 1924" in Jocelyn Olcott,, Mary Kay Vaughan, and Gabriela Cano, eds. *Sex in Revolution. Gender, Politics and Power in Modern Mexico*. Durham: Duke University Press, 2006.

#### **4/12 Gender and Representations**

- Amelia M. Kiddle, "Cabaretistas and Indias Bonitas : Gender and Representations of Mexico in the Americas during the Cárdenas Era" *Journal of Latin American Studies*, Vol. 42, No. 2 (May 2010), pp. 263-291.
- Reading report 9

#### **4/14 Peer-review workshop**

- Submit second draft

### **VI PUBLIC HEALTH AND WELFARE**

#### **4/19 Modernity and Welfare**

- Ann. S. Blum, "Cleaning the Revolutionary Household: Domestic Servants and Public Welfare in Mexico City 1900-1935," *Journal of Women's History*, vol. 15, no. 4, Winter, 2004.
- Discussion based on the film *Backyard*

#### **4/21 Nutrition and Gender**

- Sandra Aguilar, "Cooking Modernity: Nutrition Policies, Class, and Gender in 1940s and 1950s Mexico City", *The Americas* 64, no. 2 (October, 2007), pp.77-205.
- Reading report 10

#### **4/26 Mental Health and Gender**

- Cristina Rivera Garza, "'She neither Respected nor Obeyed Anyone': Inmates and Psychiatrists Debate Gender and Class at the General Insane Asylum La Castañeda Mexico, 1910-1930," *Hispanic American Historical Review*. vol. 81, no. 3-4, August-November, 2001, pp 653-688

#### **4/28 Final presentations and reflections**

#### **5/3 Submit final paper by midnight**

## DEADLINES

Assignment	Due Dates
Write a reaction to the syllabus	January 21
Reading report 1	February 26
Research lab	January 28
Research topic and bibliography	February 2
Reading report 2	February 9
Discussion based on the film <i>Camila</i>	February 11
Reading report 3	February 16
Summary of a monograph	February 23
Reading report 4	February 25
Reading report 5	March 1
Research project and literature review	March 3
Reading report 6	March 15
Reading report 7	March 22
First draft and peer-review workshop	March 24
Discussion based on the film <i>María Full of Grace</i>	March 29
Reading report 8	March 31
Reading report 9	April 12
Second draft and peer-review workshop	April 14
Discussion based on the film <i>Backyard</i>	April 19
Reading report 10	April 21
Final presentations	April 28
Final paper	May 3 by midnight

**I reserve the right to modify this syllabus. In those instances, I will give timely notification in class.**

## Possible Topics

These are some general suggestions, but please feel free to choose a different topic. Keep in mind that your research should explore **women and gender in Latin America from a historical perspective**. It could be in connection with any topic or aspect, but gender and women should be your main focus. If you have a general sense of what might interest you, please select a country and time period. This should be based on availability of scholarly sources, so please start searching for material as soon as possible and meet with me to discuss your thoughts. Narrow down your topic so your research becomes feasible. If you are able to read Spanish or Portuguese please let me know as soon as possible, so I can direct you to other relevant sources

- Feminism
- Women's suffrage
- Motherhood tropes
- Women and the rise of the welfare state
- Gender and race
- Women and food
- Indigenous cultures
- Sexual diversity
- Education
- Motherhood
- Politics
- Work
- Daily life
- Trade unions
- Political activism
- Women's vote
- Art and music
- Popular culture
- Machismo
- Gender and crime
- Gender and disease
- Consumption
- Housework
- Social activism