

HIST/LACS/WMST3215: Women, Gender, and Sexuality in Latin America

Section: 57016/56927/57053

Spring 2021

Dr. Cassia Roth

T/TH 14:20 – 15:35

Leconte 221

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Office Hours: T/TH 11:00am – 12:00pm or by appointment (Zoom preferred). Schedule [here](#).

****In Spring 2021, this class will be face-to-face hybrid, with all non-face-to-face activities occurring asynchronously****



Bulletin Description

Examination of the history of women, gender relations, and sexuality in Latin America. It pays particular attention to how gender, race, and class intersected in the formation of historical trends from pre-Colombian societies to the present day. Approximately one-half of the course will focus on pre-1800 society.

Course Description

This course examines the history of women and gender relations in Latin America, from pre-Colombian times to the present day. It pays particular attention to how gender, race, and class intersected in the foundation of colonial rule; the formation of modern nation-states in the nineteenth century; the rise of populism in the early-twentieth century; and the revolutions and military dictatorships of the mid- to late-twentieth century. Within these broad topics fit numerous themes, including but not limited to:

sexuality, masculinity and femininity, religion, work, health, and women's movements. The class will analyze how historians can understand and contextualize agency and experience through the lens of gender. Assigned readings include both primary and secondary sources.

Learning Objectives

First, undergraduate students will develop a broad knowledge of the main issues, themes, and debates surrounding the history of women, gender, and sexuality in Latin America. They will use feminist theory to critically analyze the various and complex ways in which gender intersects with other structures of power, including race, class, ethnicity, and region, and how these patterns have changed over time.

Second, undergraduate students will learn to critically read and interpret a variety of primary and secondary sources from the perspective of a historian. For primary sources, they will learn to ask what perspectives the sources highlight or marginalize, to pinpoint authors' implicit understandings, and to acknowledge historical uncertainties. Students will then integrate their knowledge of primary sources into an original historical analysis with a clear research question. They will use both primary sources and reliable secondary literature to write an original primary source analyses, which will culminate in a final oral presentation project with a convincing argument that relies on evidence.

Assignments

Discussion Participation (15%): Active participation is crucial to succeed in this class. You must complete all the readings, videos, and written assignments *before* class even if you are not coming to class *in person/via [Zoom](#)* that day. Discussion grades are based on two parts: 1) participation in in-class discussions when attending in person/via [Zoom](#); 2) participation in discussion boards per the rubric.

Discussion board participation requires: 1) one posted original question in relation to the required readings, lectures, videos, or podcasts for that day's class; 2) two separate responses to your classmates' questions or responses. Questions do not have a word limit. Responses should be around 150 words each.

Assignment Calendar (5%): Students will have to complete an assignment calendar on ELC. This calendar is to help students map out their coursework for all their courses over the entire semester.

Reverse Outline (5%): Students will have to complete two reverse outline assignments, each worth 2.5%. Please see the Reverse Outline Assignment for further instructions.

Primary Source Analysis papers (45%): Students will complete three primary source analysis papers (each worth 15%). Each paper is 1000 words (approximately 4-pages double-spaced). In consultation with the Professor, the student will write on the primary source of their choosing that *is not* an assigned reading. We will meet with a librarian about how to find and analyze sources. The student must complete the following requirements:

- Outline source's core argument;
- Explain the perspective of the source's author;
- Locate the source within all of the following: geographical/regional/national context; time period; relationship to class themes;
- Include at least one example from another primary source and two secondary sources to support thesis (these can be assigned readings);
- Clearly integrate source into essay.

Although each essay is worth 15% of your overall grade, the initial essay is only the first step in the writing process. I will read and provide feedback on the essay, which the student will receive no later than one week after first turning it in. By the following week, the student will have to resubmit their revised essay, *and* submit a 300-word response detailing how they have revised their essay. Thus, each essay is broken down into the following percentages: initial essay, 5%; revised essay, 5%, and written response, 5%. The revised essay grade depends on the student effectively incorporating my feedback.

Annotated Bibliography (5%): An annotated bibliography is a description of a set of related sources that address a common topic. It is a very useful tool in helping you analyze secondary sources and organize your research for your final project. It must include five secondary sources, two of which cannot be assigned readings. It must also consist of a simple bibliography of five primary sources, three of which cannot be assigned readings.

Final lecture project (25%): The final assignment combines a typical poster presentation with its oral component in the form of a recorded lecture. A poster session is a common form of scholarly communication at professional conferences. The researcher presents their research results in a visual display on a poster board and explain their findings orally. Due to COVID-19 restrictions, this assignment will comprise an original powerpoint presentation with recorded audio. Students will thus create a powerpoint presentation based on a set of at least three *interrelated* primary sources of the student's choice, in addition to an annotated bibliography of at least five secondary sources used to contextualize the primary sources, and a 5-minute oral presentation of the poster. Specific details are available on the Final Lecture Project Assignment.

There are no exams in this course.

Grading Scale

A	94-100
A-	90-93
B	85-89
B-	80-84
C	75-79
C-	70-74
D	60-69
F	below 59

COVID-19 Policies

Face Coverings: Effective July 15, 2020, the University of Georgia – along with all University System of Georgia (USG) institutions – requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact [Disability Services](#).

DawgCheck: Please perform a quick symptom check each weekday on [DawgCheck](#) – on the UGA app or website – whether you feel sick or not. It will help health providers monitor the health situation on campus.

What do I do if I have symptoms? Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. There are [emergency and after-hours care](#) options.

What do I do if I am notified that I have been exposed? Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via [email](#), with a cc: to [Student Care & Outreach](#) to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test? Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive? Any student with a positive COVID-19 test is required to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Course Policies

I am here to help you succeed in this course. Please make use of my office hours, as I would like to develop more personal relationships with you than the class format permits.

Class Times: To account for the extra time students need to watch required lectures and videos outside of class time, all “in-person/[Zoom](#)” synchronous class periods will occur from 14:30-15:30. Whether you are meeting face-to-face or on [Zoom](#), Group A (see Groups below) will meet Tuesdays 14:30-15:30; Group B will meet Thursdays 14:30-15:30. The only *exception* is Week 1, (Introductions), Week 4 (when we meet in the library), and Week 6 (when we revise our primary source analyses in class). Those weeks, class will meet the full time from 14:20-15:35.

Class Groups: To maintain a socially-distanced classroom and to accommodate for students who cannot or do not want to meet in person, I have divided the class into two groups: Group A (meets Tuesdays in-person) and Group B (meets Thursdays via [Zoom](#)). I will assign groups the first day of class according to student preference.

Group A will participate in Thursday classes via a Discussion Board (all discussion questions/comments are DUE by 15:35). Group B will participate in Tuesday classes via Discussion Board (all discussion questions/comments are DUE by 15:35).

On weeks 4 and 6 (marked with an asterisk (*) on the syllabus) there are no Discussion Board days for your non-in-person/[Zoom](#) meetings (or: Group A will meet on Tuesday only; Group B will meet on Thursday only; no one will have to participate in discussion boards those weeks).

On week 14 (marked with a double asterisk (**)) on the syllabus), there are no Discussion Boards for your non-in-person/[Zoom](#) class, but you are required to watch a film on your own depending on your group (or: Group A will meet in-person on Tuesday and watch a film on Thursday on their own; Group B will watch a film on Tuesday on their own and meet via [Zoom](#) on Thursday).

Attendance: Attendance is required for this course. To succeed in my class, you will need to attend all classes, whether that is in-person, via [Zoom](#), or via the Discussion Board on ELC. Students are allowed 3 total absences (excused or unexcused). After that, your entire grade will drop **by 5 points per absence**.

If you test positive for COVID-19 and have to self-isolate for 14 days, you are still expected to participate via [Zoom](#) and the Discussion Boards, as well as keep up on your readings, assigned videos and lectures, and any written assignments during that time period. You *will not be penalized* if you cannot attend in person, but I expect you to fully participate in the course through the hybrid forms of learning. If you are too sick to attend class virtually, please let me know ASAP. Then, you will need to reach out to the [Office of Student Care and Outreach](#), who may certify your COVID-19 diagnosis and legitimate your absences to me directly. You will still be responsible for the make-up work you missed while sick.

Late Policy: If you test positive for COVID-19, there is a one-week late assignment policy. The week starts the day I receive the e-mail from the Office of Student Care and Outreach.

Technology: This class has a **no-technology policy** in the physical classroom, as the distractions of cell phones, laptops, and tablets outweigh their pedagogical utility. When attending class in person, students should take notes using pen and paper. I will clearly note when students should bring computers to class on specific days.

Academic Honesty: Plagiarism – taking credit for work that is not your own – will not be tolerated. Anyone who plagiarizes will receive an F in the class and will be referred to the Dean for disciplinary action. Students who take this course must abide by the UGA Student Honor Code: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” Please see the University’s [“A Culture of Honesty”](#) policy for the procedures on handling cases of suspected dishonesty. For more information on academic honesty, please visit [UGA’s Academic Honesty page](#).

Accessible Education: If you are registered with [UGA’s Disability Resource Center](#), please set up an appointment with me outside of class, so I can fully understand and accommodate your needs. If you are not officially registered, but would like to discuss specific concerns, please feel free to see me during my office hours.

Email Policy: *I answer student emails M-F from 9am to 5pm.* Please ONLY email logistical questions/comments that I can respond to quickly. Please come see me during office hours to discuss substantive questions/comments (about course material, your progress in the course, etc.). Please remember that emails to your professors are a formal mode of communication. Write in complete sentences, use proper addresses (Professor or Dr. Roth), and check spelling. I do not respond to emails that do not address me respectfully or at all.

Content Notice: This class studies issues like race, class, gender, sexuality, and violence. You are required to attend all films and read all required texts. Our class aims to foster an atmosphere in which we all feel free to express our ideas without fear of judgment. Please feel free to see me in my office hours if you need to discuss class content.

Title IX: Violence and harassment based on sex and gender is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on [UGA’s website](#). The Title IX Coordinator is [E. Janyce Dawkins](#).

Books Available for Purchase at the UGA Bookstore (Required)

- Carolina Maria de Jesus, *Child of the Dark: The Diary of Carolina Maria de Jesus*. New York: Signet Classics, 2003. ISBN: 9780451529107
- Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World*. Boston: Beacon Press, 1996. ISBN: 9780807070734.

Readings marked with an asterisk (*) are available on the class website. All books are also on reserve at the library.

Course Schedule

Week 1: Introduction

January 14 – Introduction to Class [All students: [Zoom](#)]

- Read: *Syllabus

Week 2: What is Gender History?

January 19 – Gender History [Group A: in-class; Group B: discussion board]

- Watch: [“An Introduction to Joan Wallach Scott’s *Gender and the Politics of History*”](#) (3:24min)
- Read: *Joan Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (1986): 1053–66 (top of page).

January 21 – Gender History cont. [Group A: discussion board; Group B: in-class]

****Reverse outline due via ELC****

- Read: *Joan Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (1986): 1066–75.

Week 3: Theories of Gender in Latin America

January 26 – Machismo and Masculinity [Group A: in-class; Group B: discussion board]

****Research topics due via ELC****

- Watch: ELC Lecture, “Theories of Gender”
- Read: *Matthew C. Gutmann, “Introduction: Discarding Manly Dichotomies in Latin America,” in *Changing Men and Masculinities* (Duke, 2003), 1–26.
- Read: **“How to Read a Primary Source.”*

January 28 – Marianismo [Group A: discussion board; Group B: in-class]

****Assignment Calendar due via ELC****

- Watch: Dr. Andrea L. Fernández, [“Guadalupe and Marianismo: The Other Face of Machismo”](#) (17:18min)
- Read: *Evelyn Stevens, “Marianismo: The Other Face of Machismo in Latin America,” in *Confronting Change, Challenging Tradition* (Scholarly Resources, 1994), p. 3–17.

*Week 4: Library Research

****Bring computers to Library (first floor, past the elevators)****

February 2 (Group A) and February 4 (Group B): How to Engage in Library Research

No Discussion Groups

Before your non-library class:

- Watch: ELC Lecture, “Writing”; Writing videos: [PassiveVoice_UNC](#); [WritingConcisely_UNC](#)
- Read: *Anne Lamott, “Shitty First Drafts”
- Optional: ELC Lecture, “Latin America”

Week 5: Sexuality and Religion

****Primary Analysis #1 due via ELC Wed/Fri by 14:20****

Feb. 9 – *Lieutenant Nun* [Group A: in-class; Group B: discussion board]

- *Watch*: Dr. Andrea L. Fernández, [“Antonio/Catalina de Erauso, Transgender Conquistador”](#) (21:13min)
- *Read*: Catalina de Erauso, *Lieutenant Nun*, Introduction, xxv–xlili, 3–38.

Feb. 11 – *Lieutenant Nun* [Group A: discussion board; Group B: in-class]

- *Read*: Catalina de Erauso, *Lieutenant Nun*, 39–80.

***Week 6: Learning How to Revise and Resubmit**

****Bring Computers to Class****

Feb. 16 (Group A) and Feb. 18 (Group B): How to Revise and Resubmit (R&R)

No Discussion Boards

Week 7: Gender in Late Colonial Latin America

****Primary Analysis #1 R&R due via ELC Wed/Fri by 14:20****

February 23 – Elite Honor in Colonial Latin America [Group A: in-class; Group B: discussion board]

- *Read*: *Ann Twinam, “The Negotiation of Honor: Elites, Sexuality, and Illegitimacy in Eighteenth-Century Spanish America,” in *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America*, eds. Lyman L. Johnson and Sonya Lipsett-Rivera (University of New Mexico Press, 1998), 68–102.

February 25 – Cracks in Honor [Group A: discussion board; Group B: in-class]

- *Read*: ***Primary Source**, [“Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His Castiza Wife, Joséfa Cadena.”](#) (Mexico, 1782).
- *Read*: ***Primary Source**, [“Don Manuel Valdivieso y Carrión Protests the Marriage of His Daughter to Don Teodoro Jaramillo, a Person of Lower Social Standing.”](#) (Quito, 1784-85).

Week 8: Notions of Honor, From Colony to Republic

March 2 – Race, Gender, Honor, and Independence [Group A: in-class; Group B: discussion board]

- *Watch*: Dr. Andrea L. Fernández, [“Ángela Batallas: A Slave Woman’s Freedom in Independence-Era Ecuador, 1823”](#) (18:37min)
- *Read*: *Camilla Townsend, “‘Half My Body Free, the Other Half Enslaved’: The Politics of the Slaves of Guayaquil at the End of the Colonial Era,” *Colonial Latin American Review* 7, no. 1 (1998): 105–28.

March 4 – Restructuring Patriarchy [Group A: discussion board; Group B: in-class]

- *Watch*: Dr. Emily Owens, [“What is Patriarchy?”](#) (2:37min)
- *Read*: *Elizabeth Dore, “One Step Forward, Two Steps Back: Gender and the State in the Long Nineteenth Century,” in *Hidden Histories of Gender and the State in Latin America* (Duke, 2000), p. 3–32.

Week 9: Gender and Slavery Part I

****Primary Analysis #2 due via ELC Wed/Fri by 14:20****

March 9 – Producers and Reproducers

- *Watch*: Dr. Emily Owens, [“How did gender shape the experiences of slavery?”](#) (4:06min)

- *Listen*: Lulu Garcia-Navarro and Maria Helena Machado, "[Brazil Enslaved](#)" *NPR* (6min)
- *Read*: *Sasha Turner, "Home-Grown Slaves: Women, Reproduction, and the Abolition of the Slave Trade, Jamaica 1788–1807," *Journal of Women's History* 23, no. 3 (2011): 39–62.
- *Read*: ***Primary Source**: "Documents on Wet Nurses, 3.6, 3.7, 3.8," in *Children of God's Fire* (Penn, 1994), 133–9.

March 11 – Gender and Resistance

- *Watch*: Dr. Emily Owens, "[How do racism and patriarchy intersect?](#)" (2:12min)
- *Read*: *Aisha Finch, "'What Looks Like a Revolution': Enslaved Women and the Gendered Terrain of Slave Insurgencies in Cuba, 1843–1844," *Journal of Women's History* 26, no. 1 (2014): 112–34.

Week 10: Gender and Slavery Part II

March 16 – The Sexual Economy of Slavery

- *Read*: *Sandra Lauderdale Graham, "Slavery's Impasse: Slave Prostitutes, Small-Time Mistresses, and the Brazilian Law of 1871," *Comparative Studies in Society and History* 33, no. 4 (1991): 669–83 (top of page).

March 18 – The Sexual Economy of Slavery Cont.

****Reverse outline #2 due via ELC****

- *Read*: *Sandra Lauderdale Graham, "Slavery's Impasse: Slave Prostitutes, Small-Time Mistresses, and the Brazilian Law of 1871," *Comparative Studies in Society and History* 33, no. 4 (1991): 683–94.

Week 11: The Afterlives of Slavery Part I

****Primary Analysis #2 R&R due via ELC Wed/Fri by 14:20****

March 23 – Is Brazil a Racial Democracy? [Group A: in-class; Group B: discussion board]

- *Watch*: "[Too Black for Brazil](#)," *The Guardian* (2016) (9min)
- *Read*: Carolina Maria de Jesus, *Child of the Dark*, 177–187 (afterword), 3–20.

March 25 – Gendering Poverty in Brazil [Group A: discussion board; Group B: in-class]

- *Watch*: Gregório Duvivier, "[Greg News: Empregadas Domésticas](#)," *HBO Brasil* (2020, 26:09min)
- *Read*: Carolina Maria de Jesus, *Child of the Dark*, 21–82 (until July 10).

Week 12: The Afterlives of Slavery Part II

March 30 – Reading Discussion, *Child of the Dark* [Group A: in-class; Group B: discussion board]

- *Read*: Carolina Maria de Jesus, *Child of the Dark*, 82–137.

April 1 – Reading Discussion, *Child of the Dark* [Group A: discussion board; Group B: in-class]

- *Read*: Carolina Maria de Jesus, *Child of the Dark*, 138–76.

Week 13: No Class

****Annotated Bibliography due via ELC April 9 14:20pm****

April 6 – No Class

April 8 – No Class

****Week 14: Revolution and Gendered Violence – Peru**

****Primary Analysis #3 due via ELC Wed/Fri by 14:20****

****Film, *La Teta Asustada* (Milk of Sorrow) (Peru, 2009) (95min)**

****No Discussion Boards****

April 13 – Rape as a Weapon of War [Group A: in-class; Group B: film]

- *Watch*: Lecture
- *Read*: ***Primary Source**: Pancho, “Vietnam in the Andes,” in *The Peru Reader* (Duke University Press, 2005), 357–63.
- *Read*: ***Primary Source**: Raquel Martín de Mejía, “Women and Terror,” in *The Peru Reader* (Duke University Press, 2005), 366–9.

April 15 – *Milk of Sorrow* and Gendered Trauma [Group A: film; Group B: in-class]

- *Read*: *Kimberly Theidon, “The Milk of Sorrow: A Theory on the Violence of Memory,” *Canadian Women’s Studies* 27, no. 1 (2009): 8–16.

Week 15: Reproductive Justice in Latin America Part I

April 20 – Eugenics, Race, and Nation [Group A: in-class; Group B: discussion board]

- *Read*: *Alexandra Minna Stern, “[Eugenics in Latin America](#),” *Oxford Research Encyclopedia* (2016).
- *Read*: ***Primary Source**: “[Sterilization in Peru: Sra. Victoria Esperanza Vigo Espinoza, Congressional Hearing Testimony](#),” (1998).

April 22 – The Politics of Abortion in Latin America [Group A: discussion board; Group B: in-class]

- *Read*: *Natalie Kimball, “The Landscape of Unwanted Pregnancy and Abortion in Highland Bolivia, 1982–2010,” in *Transcending Borders: Abortion in the Past and Present* (Palgrave MacMillan, 2017), 205–20.
- *Read*: ***Primary Source**: “[Women Behind Bars: Interview with Carmen](#),” (Chile, 1996).

Week 16: Reproductive Justice in Latin America Part II

****Primary Analysis #3 R&R due via ELC Fri by 14:20****

April 27 – Zika in Brazil [All students Zoom]

- *Watch*: [Zika](#) (Brazil, 2016) (29:30min)
- *Read*: *Cassia Roth, “[The New Rubella: Zika and What it Means for Abortion Rights](#),” *Nursing Clio*, February 11, 2016.

April 29 – No Class

****Final Project due via ELC May 7 by 12pm****

If you’ve read this syllabus in its entirety, please send me your favorite picture/meme of a cute dog at cassia.roth@uga.edu