

REVISED 2/1/09

**HIST 3923H/LAST 4003H/LAST 4003
LATIN AMERICAN WOMEN**

**University of Arkansas
Spring 2009**

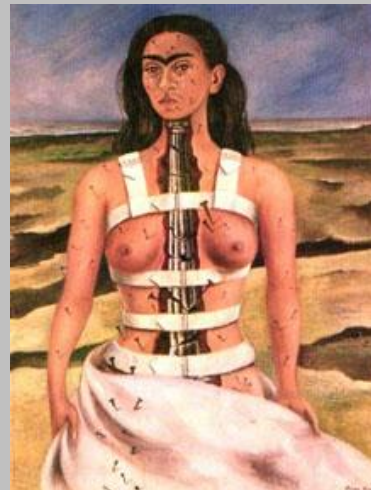
Prof. Kathryn Sloan
Office Hours: T-Th 11-12
Office: 508 Old Main
Classroom: Old Main 203
Class Time: 2-3:20
ksloan@uark.edu

Check blackboard site for course
Also professor's web page:
www.comp.uark.edu/~ksloan



Course description

This colloquium explores female icons and heroines as a window into Latin American women's history. Learning about La Malinche, Frida Kahlo, Eva Perón, Catalina de Erauso, women guerillas, and other Latin American women, both real and imagined will assist students in understanding women's roles in conquest, *mestizaje*, state-building, religion, social and revolutionary movements, and popular culture. The course is reading and discussion intensive and will employ a variety of multidisciplinary tools such as film, art, literature, photography, and texts to comprehend Latin American women in their time and place.



Course requirements/expectations

1) Class attendance and participation, 25% of grade. 125 PTS. The success of this class depends upon quality student participation. I expect students to attend every class, complete the assignments for class time, and contribute to class discussions. Students will work in pairs to lead class discussion once during the semester.

2) Journal, 20% of grade. 100 PTS. Each week students will write in their journal as they reflect on their readings, class presentations, films, or current events about women in Latin America. Students ought to write two handwritten pages a week (or one page typed) in their journal and bring them to class each class period. Feel free to draw, doodle, or paste clippings in the journal too. I will collect them from time to time for evaluation.

3) Short critical essays, 25% of grade. 125 PTS. Students will write four 3-4 page essays on questions assigned by the professor. Papers must be typed, double-spaced, with page numbers, and proper citations. **All papers will be emailed to me through blackboard or directly to ksloan@uark.edu. I don't want paper copies!!**

4) Research project, 30% of grade. 150 PTS. Students will consult with me about a research topic and write a 12-15 page paper to be turned in during finals week. In addition, consult the daily schedule to see when parts of the project are due, including topic statement, bibliography, and outline. Students who read Spanish are encouraged to use Spanish language sources—both primary and secondary—for their project. All students are expected to use primary documents for their paper. More information to follow.

Required readings

Marysa Navarro and Virginia Sánchez Korrol. *Women in Latin America and the Caribbean: Restoring Women to History*. Bloomington: Indiana University Press, 1999.

Catalina de Erauso. *Memoir of a Basque Lieutenant Nun: Tranvestite in the New World*. Translated by Michele Stepto and Gabriel Stepto. Boston: Beacon Press, 1996.

J. M. Taylor. *Eva Perón: The Myths of a Woman*. Chicago: University of Chicago, 1979.

Frida Kahlo. *Diary of Frida Kahlo: An Intimate Self-Portrait*. Harry Abrams Books, 2005.

[Other articles listed in daily schedule and downloadable from blackboard site.]

Please buy a spiral notebook or journal to be used **ONLY** for this class. If you choose to use a computer, print entries and collect them in a folder for my evaluation.

Other requirements and policies

Late policy: All work must be turned in on time unless prior arrangements have been made with professor. I generally will not accept late work unless you have a signed medical excuse. If it accepted it will be docked 10% for each class period that passes after the due date.

Plagiarism: The University of Arkansas strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students who are caught cheating or committing plagiarism may be given a failing grade in the course by the professor and may be subject to dismissal or further discipline. Plagiarism is often misunderstood. It can be defined as submitting someone else's work as your own. It is not permissible to "cut and paste" and then just cite another's work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned in your own words. Cite the references where you found your information. If you do use someone else's words, you must use quotation marks and cite. You should not overuse quotes -- save them for a rare occurrence. If you need help in learning how to cite the work of others see the *Chicago Manual of Style*.

Evaluation Standards: Besides considerable reading and discussion, the course requires several writing assignments. Written work will be evaluated on the following criteria: 1) use of relevant class material (evidence); 2) expression of ideas in a clear, concise, and engaging prose (style); and 3) development of an argument or point of view that is pertinent to the issue at hand and has breadth, coherence, and insight (interpretation). Grades are based on a 100 pt. system—90-100 A, 80-89 B, 70-79 C, 60-69 D, 0-59 F

- A – excellent in all three areas. Offers an insightful argument based on solid, ample evidence
- B – good. Strong in all three areas or notable strengths in one balanced by weaknesses in another
- C – average. Adequate performance in one or more areas offset by serious weakness in others that leaves presentation fragmented, unclear, or narrow
- D – poor. Notable problems in all three areas. Remedial work needed to improve substantive understanding or basic communication
- F – unacceptable. Serious flaws in all three areas. No evident engagement in assignment.

Inclement Weather Policy: If Fayetteville schools are closed, there will be no class. Check email in the morning if in doubt as sometimes I cannot drive safely from rural Prairie Grove to campus. As long as I have electricity, I will email students in the morning if I cancel class due to inclement weather.

Special Accommodations: Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational opportunity.

NOTE: I retain the right to change or modify the syllabus at any time.

Reading assignments noted by ** (articles in blue uploaded on course blackboard site)

Daily Schedule

Introduction

- Jan 13 T Introduction to course expectations, glimpses of Latin American women
- Jan 15 Th Introduction to concepts and icons in women’s history
 - **Both prefaces and Series Editors’ Introduction to Navarro and Sanchez-Korrol, *Women in Latin American Caribbean*, pp. xxxiii-lxvii.
 - **[Evelyn Stevens, “Marianismo: The Other Face of Machismo”](#)

PART I: COLONIZED WOMEN

FOUNDATIONS Goals: Identify women's roles in Iberia and the New World. Were women better off in pre-Columbian America?

Jan 20 T **Pre-Columbian America I**
**Navarro and Sánchez-Korrol, *Women in Latin America and the Caribbean*, pp. 1-19.
**June Nash, "The Aztecs and the Ideology of Male Dominance," *Signs* 4:2 (1978): 349-362.
**Lisa Mary Sousa, "Women and crime in colonial Oaxaca : evidence of complementary gender roles in Mixtec and Zapotec societies."

Jan 22 Th **Pre-Columbian America II**
**Louise M. Burkhart, "Mexica Women on the Home Front."
** Susan Kellogg, "From Parallel and Equivalent to Separate but Unequal: Tenochca Mexica Women, 1500-1700," in Susan Schroeder, et. al., eds., *Indian Women of Early Mexico*.

Jan 27 T **Early Modern Spain I**
** Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* [circa 1630], pp. vii-40. **ICE STORM, SEE Feb 3**

CONQUEST Goals: Identify the roles played by women during the conquest and in establishing colonial societies. Compare the consequences of the conquest for different women: elite and commoner, Spanish and Native American.

Jan 29 Th **Early Modern Spain II**
**Catalina de Erauso, *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* [circa 1630], pp. 41-80.

Feb 3 T DISCUSS *LIEUTENANT NUN* (entire book)

Feb 5 Th **Spain and the Conquest of America**
**Navarro and Sánchez-Korrol, *Women in Latin America and the Caribbean*, pp. 19-32.
**Frances Karttunen, "Rethinking Malinche." In *Indian Women of Early Mexico*.
**Octavio Paz, "The Sons of Malinche," chap. 4 in *The Labyrinth of Solitude*.

Feb 10 T **Colonial Women**
*Navarro and Sánchez-Korrol, *Women in Latin America and the Caribbean*, pp. 32-57.
**Jeannette Favrot Peterson, "The Virgin of Guadalupe: Symbol of Conquest or Liberation."

THE CATHOLIC CHURCH AND RELIGIOUS WOMEN

Goals: Critically evaluate the differences between norms and behavior. (Does nonconformance always mean resistance?) Analyze the argument and strategy of Sor Juana in her “Letter to Sor Filotea” (primary document).

- Feb 12 Th **Women and the Colonial Church**
**Susan Socolow, “The Brides of Christ and Other Religious Women.”
**Ruth Behar, “Sexual Witchcraft, Colonialism, and Women’s Powers.”
**Kathleen A. Myers, “A Glimpse of Family Life in Colonial Mexico: A Nun’s Account.”
** Josephine Holler, “Spiritual and Physical Ecstasies of a 16th century *beata*,” in Richard Boyer, ed., *Colonial Lives*. (optional reading)

Essay One due

- Feb 17 T **Sor Juana Inés de la Cruz, “I, the Worst of All”**
**Sor Juana, “The Answer” and other writings
**Jean Franco, “The Power of the Spider Woman: The Deluded Woman and the Inquisition.” in *Plotting Women*.

- Feb 19 Th **Race and Women in Latin America**
**Susan Kellogg, “Depicting Mestizaje: Gendered Images of Ethnorace in Colonial Mexican Texts,” *Journal of Women’s History* 12:3 (Autumn 2000): 69-92.
**Tony Simoes da Silva, “Raced Encounters, Sexed Transactions: ‘Luso-tropicalism’ and the Portuguese Colonial Empire.”

PART II: THE LONG NINETEENTH CENTURY, 1810-1940

INDEPENDENCE STRUGGLES

Goals: Did new states result in continuity or change for women? What roles did women play in independence movements? Did independence change women’s roles in society? If so, was that change significant?

- Feb 24 T **Women and Independence I**
Bibliography due
**Navarro and Sanchez-Korrol, *Women in Latin America and the Caribbean*, pp. 59-79.
**Camilla Townsend, “Angela Batallas: A Fight for Freedom in Guayaquil,” in *The Human Tradition in Colonial Latin America*, ed. Kenneth J. Andrien (Wilmington, DE: Scholarly Resources, 2002), pp. 293-306.
**Sarah Chambers, “Republican Friendship: Manuela Sáenz Writes Women into the Nation, 1835-1856,” *HAHR* 81, 2 (2001): 225-57.

NEW NATIONS AND WOMEN

Goals: What role did gender play in national identity? Did female soldiers create new roles for women, or were they seen as exceptional?

- Feb 26 Th **Modernization, Criminality, and Women**
Essay Two due
**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.”
** Robert Buffington and Pablo Piccato, “Tales of two women: the narrative construction of Porfirian reality.”
- Mar 3 T DOCUMENTARY “Carmen Miranda: Bananas is My Business” (1995)
- Mar 5 Th PROFESSOR AT CONFERENCE – NO CLASS
- Mar 10 Th **Female Criminality II**
** Navarro and Sanchez-Korrol, *Women in Latin America and the Caribbean*, pp. 79-92.
**Cristiana Schettini Pereira, “Prostitutes and the law: the uses of court cases over pandering in Rio de Janeiro at the beginning of the twentieth century.”
- Mar 12 Th **Carmen Miranda and Exotic/Erotic Tropicality**
**Shari Roberts, “The ‘Lady in the Tutti-Frutti Hat’: Carmen Miranda, a Spectacle of Ethnicity,” *Cinema Journal* 32, 3 (Spring 1993): 3-23.
- Mar 17 **Spring Break**
Mar 19 **Spring Break**

PART III: THE TWENTIETH CENTURY

- Mar 24 T **Eva Perón and the Politics of Womanhood**
** Navarro and Sanchez-Korrol, *Women in Latin America and the Caribbean*, pp. 92-106.
**J.M. Taylor, *Eva Perón: The Myths of a Woman*, pp. 1-33.
- Mar 26 Th **The Politics of Womanhood**
**J.M. Taylor, *Eva Perón: The Myths of a Woman*, pp. 34-85.
**Diana Taylor, “Gendering the National ‘Self,’” in *Disappearing Acts: Spectacles of Gender and Nationalism in Argentina’s “Dirty War.”*” pp. 29-34.
Essay Three due
- Mar 31 T **The Politics of Womanhood**
**Donna Guy, “Life and the Commodification of Death in Argentina: Juan and Eva Perón,” in *Death, Dismemberment, and Memory in Latin America*.
**J.M. Taylor, *Eva Perón: The Myths of a Woman*, pp. 86-148.

- Apr 2 Th **Frida Kahlo**
 **Liza Bakewell, "Frida Kahlo: A Contemporary Feminist Reading," *Frontiers: A Journal of Women Studies* 14, 3 (1993): 165-89.
 **Read Sara Lowe essay in *Diary of Frida Kahlo*
 Also begin reading Fuentes and looking through diary at text, drawings, etc.
- Apr 7 T Film "Frida" (2002) – continue perusing diary
 Apr 9 Th Film "Frida" continued – continue perusing diary
Outline Due

WOMEN IN REVOLUTION AND COUNTERREVOLUTION

Goals: Why do women choose to participate in revolutions or counter-revolutionary movements? Evaluate the role of women in movements against the authoritarian regimes. Why were they politicized? How did they justify their actions? What were their strategies? Why were women often more at the forefront than men?

- Apr 14 T **Why do women mobilize?**
 *Maxine Molyneux, "Mobilization without Emancipation? Women's Interests, the State, and Revolution in Nicaragua," *Feminist Studies* 11:2 (1985): 227-254.
 **Andrés Reséndez Fuentes, "Battleground for women: soldaderas and female soldiers in the Mexican Revolution," *Americas* 51:4 (April, 1995): 525-53.
 Slideshow: Mexican soldaderas, women guerrillas
- Apr 16 Th **Women's Political Mobilization**
 **Karen Kampwirth, "Resisting the Feminist Threat: Antifeminist Politics in Post-Sandinista Nicaragua."
 **Cymene Howe, "Gender, Sexuality, and Revolution: Making Histories and Cultural Politics in Nicaragua, 1979-2001."
- Apr 21 T **Women under Authoritarian Regimes**
 **Hebe de Bonafini, "Interview" in *Women's Writing in Latin America* (Boulder: Westview Press, 1991), pp. 280-289.
 **Diana Taylor, "Trapped in Bad Scripts: The Mothers of the Plaza de Mayo," in *Disappearing Acts*, pp. 183-207.
 ** Valeria Fabj, "Motherhood as Political Voice: The Rhetoric of the Mothers of the Plaza de Mayo," *Communication Studies*, 44, 1 (Spring 1993).
- Apr 23 Th **Discussion and Presentations**
Essay Four due
- Apr 28 T **Discussion and Presentations**
- Apr 30 Th **Discussion and Presentations**

FINAL PROJECT DUE MAY 6, 2009 BY 5:00 PM