

HIST*2930 – Women and Cultural Change
Course theme: Women and Gender in Latin America
Winter 2024
In-person format

Professor: [REDACTED]
Office: [REDACTED]
Office Hours: MW 12-2 or by appointment in person or via Zoom
Class time: [REDACTED]
Email: [REDACTED]
TA: [REDACTED]

CALENDAR DESCRIPTION:

Using gender and ethnicity as the main categories of analysis, this course examines the history of women within one global geographical region such as Asia, South America and the Caribbean or North America. The roles women have played in political, economic and private life will be emphasized.

Prerequisite(s): 2.00 credits

COURSE DESCRIPTION:

This course will cover the historical experiences of women and gendered others in Latin America and the Caribbean from pre-contact times to the present. As a large course, there will be lectures but there will also be films, interactive exercises and discussions, and some music. Topics covered include pre-contact indigenous cultures (Aztec, Inca, Maya, Guaraní), swashbuckling female conquistadores, rebellious nuns and the Inquisition, folk healers, pirates, family life, enslaved Black women's lives, revolutionaries, right-wing women, intellectuals, artists, and modern-day migrants and human rights

LEARNING OUTCOMES:

By the end of the course, if you have put in the required effort, you should be able to:

- 1) Improve your skills in research, persuasive writing, critical analysis and oral communication.
- 2) Acquire substantive content knowledge of women, gender, and historical events in the region across time
- 3) Discuss and analyze complex issues related to race, gender, class, power.

REQUIRED READINGS:

Catalina de Erauso	<i>Lieutenant Nun</i>
Sor Juana Inés de la Cruz	“La Respuesta” [essay posted in Courselink]
M. Ochoa & S. Guengerich	<i>Cacicas: The Indigenous Women Leaders of Spanish America, 1492–1825</i>
Pamela Murray	<i>Women and Gender in Modern Latin America Historical Sources and Interpretations</i>
Wendy Vogt	<i>Lives in Transit: Violence & Intimacy on Migrant Journey</i>

ASSIGNMENTS AND GRADING:

In-class mid-term assignment	15%
Document analysis	30%
In-class discussions	10%
Film reactions	15% (5% each, best 3 of 5 will count)
Final exam	<u>30 %</u>
	100 %

SCHEDULE OF CLASSES:

- Jan 8 Introduction to the Course and Requirements
- Jan 10 Marianismo, Machismo, Two-Spirits: Gender theories and practice
- Jan 12 FILM: *Two Spirits* [available in ARES Course Reserves]
- Jan 15 Aztec and Maya in Meso-America
Reading: Guengerich and Ochoa, *Cacicas*, pp. 45-62
- Jan 17 Inca in Peru
Reading: Guengerich and Ochoa, *Cacicas*, pp. 139-164
- Jan 19 Conquest and Early Settlement
La Malinche
Reading: Guengerich and Ochoa, *Cacicas*, pp. 63-87
- Jan 22 DISCUSSION: Catalina de Erauso, *Lieutenant Nun*
- Jan 24 Women and Religion: Rebel Nuns, Convent Life
- Jan 26 The Inquisition
DISCUSSION: Sor Juana Inés de la Cruz, “La Respuesta”
- Jan 29 Marriage, Race, Hierarchy, Gender and the Enlightenment
Reading: Guengerich and Ochoa, *Cacicas*, pp. 269-280
- Jan 31 Women and Independence
Reading: Murray, *Women and Gender*, pp. 10-46
Reading: Guengerich and Ochoa, *Cacicas*, pp. 215-268
- Feb 2 IN-CLASS WRITING RESPONSE
- Feb 5 19TH Century Travelers: Flora Tristán, Agnes Salm-Salm, Frou-Frous in Paris and others
Reading: Murray, *Women and Gender*, pp. 54-59
- Feb 7 19th Century Women Political Leaders: Empress Carlota in Mexico and Princess Isabel in Brazil
- Feb 12 Enslaved Women in Brazil and Cuba
Reading: Murray, *Women and Gender*, pp. 64-81

- Feb 14 Feminists and the Vote
 “Women Build the Welfare State” – Women and Social Services
 Reading: Murray, *Women and Gender*, pp. 50-53, 86-90, 129-156
- Feb 16 FILM: *The Suffragists* [in ARES]
- Feb 17-25 SPRING BREAK – No classes
- Feb 26 Soldaderas and the Mexican Revolution
- Feb 28 Frida Kahlo, Tina Modotti, Anita Brenner and Revolutionary Artists
- Mar 1 How to do Quality Academic Research Strategies Session
- Mar 4 Eva Perón and the Evita Phenomenon
 Reading: Murray, *Women and Gender*, pp. 211, 222-231
- Mar 6 Race and Gender in Brazil: Carmen Miranda, Carnaval
- Mar 8 FILM: *Priestesses, Samba Dancers, and Mulattos of Brazil* [in ARES]
- Mar 11 Women and the Cuban Revolution
 Reading: Murray, *Women and Gender*, pp. 212-216, 232-235, 319-325
- Mar 13 Women and the Central American Revolutions (1970s, 1980s)
 Reading: Murray, *Women and Gender*, pp. 217, 232-235
- Mar 15 FILM: Sandinista Women in Nicaragua
- Mar 18 Guatemalan Nobel Prize winning human rights activist Rigoberta Menchú
 and the controversy around her memoir and Indigenous memory
- Mar 20 Women Resist the National Security State: *Arpilleristas* in Chile, Mothers
 of the Disappeared in Argentina
 Reading: Murray, *Women and Gender*, pp. 236-277
- Mar 22 FILM: *Las Madres: The Mothers of Plaza de Mayo* [in ARES]
DOCUMENT ANALYSIS DUE: For Grade and Full Marginal Comments
- Mar 25 SMALL GROUP DISCUSSION: Your document analyses
DOCUMENT ANALYSIS DUE: For Grade and Summary Comments at End

- Mar 27 Women and Gender in Contemporary Pop Culture and Music
Reading: Murray, *Women and Gender*, pp. 350-361
- Mar 29 NO CLASS: Christian holiday of Good Friday observed by the University
FILM: On topic of women, gender, migrants, refugees, border [in ARES]
- Apr 1 READ: Vogt, *Lives in Transit: Violence & Intimacy on the Migrant Journey*
Prepare questions for guest speaker on Wednesday
- Apr 3 GUEST SPEAKER VIA ZOOM: Dr Autumn Quezada-Grant Harrison, Roger Williams University, Rhode Island on her work as a “country conditions specialist” working with lawyers for refugee claims from Mexicans and Central American women based on gendered violence, terrorism, criminal gang activity
- Apr 5 NO CLASS – I will be presenting my research at book launch for Cambridge University Press
- Apr 8 Course review; Final exam available online when class session ends
- Apr 16 FINAL EXAM: Due in Dropbox on Courselink no later than 12 noon

ASSIGNMENTS:

IN CLASS WRITING ASSIGNMENT

You will be asked to answer one question from a choice of five or six options, taking care to have a clear response and to integrate ideas, information, details and references from lecture topics, the textbook, class discussions, films and any independent research you might have done. Strong answers will be specific and detailed and will include material from readings. You will be permitted to bring in one sheet of 8 ½ x 11” paper as a memory aid.

FINAL EXAM

Will be the same format as the In-Class Writing Assignment but will ask you to answer two questions.

DOCUMENT ANALYSIS

1) Choose any one of the documents in: Murray, *Women and Gender in Latin America*. You may choose one that has not been assigned for this course. Follow your interests!

2) Locate, read and think about at least 4 academic sources (meaning peer-reviewed, scholarly books and articles) related to the document

3) Write a 1000-word, four-page analysis in which you identify what the document is, the context in which it was written, and then write your own analysis which could take one of many forms, including: the significance of the document, or the impact that the document had on events, or a discussion of the particular situation/ issues it was addressing. In some cases, depending on the nature of the document chosen, you may decide to analyze it as a work of a specific author that reflects her/his particular bias or political agenda.

4) The assignment should be properly sourced with Chicago-style footnotes (or done correctly according to MLA or APA in-text style) plus a bibliography of all the works consulted. Bibliographies are arranged in alphabetical order by author's last name. The library website has style guides in the section called "Writing Help." The Purdue OWL website is very useful for writing guides and general citation style help.

COURSE POLICIES:

Late policy: Assignments are due on the date for which the submission has been scheduled. I offer an automatic one-week extension to everyone without penalty. After one week, I will deduct 5% per day.

Turnitin: I do not use Turnitin for this course or any others. I assume you are here to learn and are working on your own assignments in good faith. I do not want you to feel any undue pressure from software accusations; you are just learning how things work and honest mistakes are part of the learning process. I also object to your intellectual property being gobbled up by that company and made part of their database without your consent or compensation. So, no Turnitin for us!

Artificial Intelligence: For this course, you may not use ChatGPT or any other outside technology that will write, organize or generate ideas and/or outlines for you. Our collective goal is to improve and grow and write and think. I want to engage with your ideas not those of a machine!

Reweighting of Course Component Grades: The value of the various components for this course will **not** be reweighted, except in very exceptional cases (such as severe and prolonged illness or health circumstances, or the death of a close family member). Each component of the course is designed to contribute to and assess different aspects of the course's learning objectives, and you are expected to complete all of them.

MANDATORY UNIVERSITY STATEMENTS:

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of Out-Of-Class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted. Do not film other members of the course or post course lectures or materials anywhere. I take your privacy very seriously.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).