

Gender in Latin American History

AS 100.232

TTh 3:00-4:15

Spring 2014

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This course introduces students to the history of gender in Latin America using themes pertaining to labor, law, religion, sexuality, and popular culture. Surveying five centuries and much of the Western Hemisphere, students will use diverse sources to understand the opportunities and constraints that gendered labels supplied across time and space. We will examine how women and men navigated, tolerated, resisted, or participated in hierarchies of race, class, and/or gender. At the same time, we will situate gender within iconic events, such as the Spanish Conquest and the Cuban Revolution.

STRUCTURE

Class will consist of lecture followed by discussion of assigned texts. Special classes will focus on group evaluations of your digital projects, as well as a debate between two teams of students.

DITIGAL HUMANITIES

In this course, we will experiment with the field of digital humanities, in which we use online sources, digital publishing methods, and social media to conduct and present scholarship. Your projects will incorporate and produce digital media, and you will be expected to participate in class and online. Follow my blog and twitter feed for tips on writing and citing, on-campus events, and reminders of deadlines.

SOURCES

Students will be responsible for 60-80 pages of reading per week. In addition to secondary literature, we will use paintings, codices, letters, photos, music, journalism, and film. The sources cover a wide range of geographical areas: Mexico and its northern colonial frontiers, the Andean zone, Central America, Brazil and the Southern Cone, Haiti, the Spanish Caribbean, Spain, West Central Africa, and the United States.

ASSIGNMENTS

Assignment 1: A five-minute **podcast**. This project should present an argument that weighs the effects of race and class on gender in colonial Latin American societies. These podcasts will be posted to Blackboard and reviewed by peers for accuracy, clarity, and persuasiveness.

Assignment 2: Short historiographic **essay** of 5-7 pages. Your papers will analyze the ways in which historians have written about gender in Latin America, using at least 9 course readings.

Assignment 3: Online **exhibit**. In place of a final exam, you will create a digital media project in groups of 3 or 4. The project will be carried out using an open-source publishing tool (Omeka) to present exhibits that contextualize digital sources in historical ways. You will then present your projects to your peers in weeks 13 and 14 of class. The final project is worth 40% and will be graded for presentation and content.

An in-class **debate** will count for 10% of the grade. Students will discuss the impact of the transition from colonialism to independence on women and gendered relationships.

The **participation** grade will be based on the frequency and quality of comments in class and online. Students should come to class prepared with a written discussion question.

For **extra credit** on your participation grade, you may attend relevant on-campus events, including the American Voices speaker series; the PLAS Spring Conference, “Mobility and Exchange in Latin America, Past and Present”; and The Humanities and Technology Camp for Latin American and Africana Studies.

GRADING

Participation	20%
In-class debate	10%
Podcast	10%
Essay	20%
Final project	40%

Part I. Pre-Columbian Contexts

Week 1, Tuesday *Introduction*

- In class, image of Malintzin (Doña Marina) translating, in the Florentine Codex, book 12.
- In class, Moche hermaphrodite sculpture, reproduced in Michael J. Horswell, *Decolonizing the Sodomite: Queer Tropes of Sexuality in Colonial Andean Culture* (Austin: University of Texas Press, 2005).

Week 1, Thursday *Gender on the Mesoamerican Page*

- Meet at MSE Special Collections to discuss selections from Codex Nuttall (Mixtec); Tira de Tepechpan (Aztec); Dresden Codex (Maya).
- Pete Sigal, “Queer Nahuatl: Sahagún’s Faggots and Sodomites, Lesbians and Hermaphrodites,” *Ethnohistory* 54 (2007) 9-34.

Part II. Institutions in the Early and Mid-Colonial Periods

Week 2, Tuesday *Labor in Iberia and America*

- Karen Powers, Ch. 1 “Pre-Hispanic Gender Roles under the Aztecs and Incas,” *Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600* (New Mexico, 2005) 15-39;
- Mary Elizabeth Perry, Ch.1 “In the Hands of Women,” *Gender and Disorder in Early Modern Seville* (Princeton, 1990) 14-32.

Week 2, Thursday *Making Christian Vassals*

- David Tavárez, “Legally Indian: Inquisitorial Readings of Indigenous Identity in New Spain,” in Andrew B. Fisher and Matthew D. O’Hara, eds., *Imperial Subjects: Race and Identity in Colonial Latin America* (Duke, 2009) 81-100.
- In class, Letter from Queen Njinga, in Linda Heywood, “Queen Njinga Mbandi Ana de Sousa of Ndongo/Matamba: African Leadership, Diplomacy, and Ideologue, 1620s-1650s” in Kathryn McKnight and Leo Garofalo, eds., *Afro-Latino Voices: Narratives from the Early Modern Ibero-Atlantic World, 1550-1812* (Hackett, 2009).

Week 3, Tuesday *Tribute Economies*

- Bianca Premo, “From the Pockets of Women: The Gendering of the Mita, Migration, and Tribute in Colonial Chucuito, Peru” *The Americas* 57 (2000) 63-93.
- In class, Guaman Poma de Ayala, “The Indian parents defend their daughter from the lascivious Spaniard” reproduced in Rolena Adorno, *Guaman Poma: Writing and Resistance in Colonial Peru* (Texas, 2000) 112.

Week 3, Thursday *Convents and Gender Autonomy*

- “Sor Juana Inés de la Cruz’s Letter to Sor Filotea” in Kenneth R. Mills, William B. Taylor, and Sandra Lauderdale Graham, eds., *Colonial Latin America: A Documentary History*, (Rowman & Littlefield, 2002) 207-214;
- Kathryn Burns, Ch. 1 “Gender and the Politics of Mestizaje,” *Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru* (Duke, 1999) 15-40.
- In-class, portraits of religious in the collection of the Museo Nacional del Virreinato, Mexico in Benson, et al., *Retratos: 2,000 Years of Latin American Portraits* (Yale, 2004).

Week 4, Tuesday *Magic and Authority*

- Joan Cameron Bristol, “From Curing to Witchcraft: Afro-Mexicans and the Mediation of Authority,” *Journal of Colonialism and Colonial History* 7 (2006).
- In class, “The Mulatto Gentlemen of Esmeraldas,” Ecuador (1599)

Part III. Late-Colonial Hierarchies

Week 4, Thursday *Marriage and Illegitimacy*

- Ann Twinam, Ch. 4 “Fathers: Life Course and Sexuality,” *Public Lives, Private Secrets: Gender, Honor, Sexuality, and Illegitimacy in Colonial Spanish America* (Stanford, 1999) 89-126;
- In class, “Two Casta Paintings from Eighteenth-Century Mexico” in *Colonial Latin America: A Documentary History*, 360-366.

Week 5, Tuesday *Family Property*

Asunción Lavrin and Edith Couturier, “Dowries and Wills: A View of Women’s Socio-economic Power in Colonial Guadalajara and Puebla, 1640-1790” *HAHR* 59 (1979) 280-304.

* (optional) Alida Metcalf, “Women and Means: Women and Family Property in Colonial Brazil” *Journal of Social History* 24 (1990) 277-298.

- In class, “Indian Woman, Daughter of a Cacique,” (Mexico, 1757); “Doña María Mercedes de Salas y Corvalán,” (Chile, 1780) in *Retratos*.

Week 5, Thursday *Black Slavery, Freedom, and Colonial Law*

- Jane Landers, Ch. 6 “The Lives of Black Women,” *Black Society in Spanish Florida* (University of Illinois, 1999) 137-156;

- Barbara Bush, Ch. 3 “Slave Society, Power, and the Law,” *Slave Women in Caribbean Society, 1650-1838* (Indiana University, 1990) 23-32.

* (optional) John Garrigus, “Redrawing the Color Line: Gender and the Social Construction of Race in Pre-revolutionary Haiti,” *Journal of Caribbean History* 30 (1996): 28-50.

Week 6, Tuesday *He Said, She Said* PODCAST DUE

- Sonia Lipsett-Rivera, “Scandal at the Church: José de Alfaro Accuses Doña Theresa Bravo and Others of Insulting and Beating His Castiza Wife, Josefa Cadena (Mexico, 1782),” in *Colonial Lives: Documents in Latin American History, 1550-1850* (Oxford, 2000), 216-23.

- Richard Boyer, “Honor Among Plebeians,” in Lyman Johnson and Sonia Lipsett-Rivera, eds., *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America* (University of New Mexico, 1998) 201-228.

Part IV: Change and Continuity in the Long Nineteenth Century

Week 6, Thursday *Independence* DISCUSS PODCASTS

- Sarah Chambers and John Chasteen, eds., “A Refugee’s Petition: Bolivar’s Sister Shows Her Royalist Colors” in *Latin American Independence: An Anthology of Sources* (Hackett, 2010) 132-136.
- Mimi Sheller, “Sword-Bearing Citizens: Militarism and Manhood in Nineteenth-Century Haiti” *Plantation Society in the Americas* 4 (1997) 233-278.
- In-class, illustrated poem “Call to the Women to Fight” (Mexico, 1812).

Week 7, Tuesday *Slavery and Servitude*

- Sandra Lauderdale Graham, *House and Street: The Domestic World of Servants and Masters in Nineteenth-century Rio de Janeiro* (Texas, 1992) 31-58.
- In-class, from Jean-Baptiste Debret, *Picturesque and Historical Voyage to Brazil* (1834-39).

Week 7, Thursday *Emancipation*

- R.A. Kittleson, “‘Campaign All of Peace and Charity’: Gender and the Politics of Abolitionism in Porto Alegre, Brazil, 1879-88” *Slavery and Abolition* 22(3): 83-108;
- * (optional) Ileana Rodríguez-Silva “Libertos and Libertas in the Construction of the Free Worker in Postemancipation Puerto Rico” in Paton and Scully, eds., *Gender and Slave Emancipation in the Atlantic World* (Durham: Duke University Press, 2005) 199-222.

Week 8, Spring Vacation

Week 9, Tuesday *Republican Education*

- Sylvia Marina Arrom, Ch. 1 “The Mobilization of Women,” *The Women of Mexico City, 1790-1857* (Stanford, 1985) 14-48.
- In class, from José Guadalupe Posada’s illustrations in *Cartas Amorosas*.

Week 9, Thursday *Citizenship* PAPER DUE

- Chambers and Chasteen, “Bylaws of a Women’s Political Society: The New Amazons of Pará,” *Latin American Independence*, 202-205;
- * (optional) Maria Eugenia Echenique’s essay “The Emancipation of Women” (1876);
- Sarah Chambers, Ch. 6 “The Limits of Citizenship: Gender and Republican morality,” *From Subjects to Citizens. Honor, Gender, and Politics in Arequipa, Peru, 1780–1854* (Penn State, 2004) 189-215.

Week 10, Tuesday *Struggles for Legal Equality*

- Asunción Lavrin, Ch. 6 “Reform of the Civil Codes: The pursuit of legal equality,” *Women, Feminism, and Social Change in Argentina, Chile, and Uruguay, 1890-1940* (University of Nebraska Press, 1995) 193-206;
- K. Lynn Stoner, “Women’s Suffrage and the Question of Democracy,” *From the House to the Streets: The Cuban Women’s Movement for Legal Reform, 1898-1940* (Duke, 1991) 108-127.

Part V: From Revolution to Dictatorship

Week 10, Thursday *The Male Revolutionary Gaze* IN-CLASS DEBATE

- Elizabeth Salas, “The Soldadera in the Mexican Revolution: War and Men’s Illusions” in Fowler-Salamini and Vaughn eds., *Women of the Mexican Countryside, 1850-1990* (University of Arizona Press, 1994) 93-105;
- In-class handout, Angel Martín’s “La Adelita.”

Week 11, Tuesday *Nationalism and Racism*

Gerardo Rénique, "Race, Region, and Nation: Sonora's Anti-Chinese Racism and Mexico's Postrevolutionary Nationalism, 1920s-1930s" in Appelbaum, Macpherson, Roseblatt, eds., *Race and Nation in Modern Latin America* (UNC Press, 2003) 211-236.

Week 11, Thursday *Sexual Others in Public Spaces*

- Donna Guy, Ch. 5 "Tango, Gender, and Politics," *Sex & Danger in Buenos Aires: Prostitution, Family, and Nation in Argentina* (University of Nebraska Press, 1991) 141-179;
- In class, selected images from Rudi Bleys, *Images of Ambiente: Homotextuality and Latin American Art, 1810-Today* (Continuum International Publishing Group, 2000).

Week 12, Tuesday *Racial Divides*

- Sueann Caulfield, "Interracial Courtship in the Rio de Janeiro Courts, 1918-1940," *Race and Nation in Modern Latin America* (UNC, 2003) 163-186.
- In class, paintings "Operarios (Workers)," 1933, by Tarsila do Amaral; "Tropical," 1917, by Anita Malfatti

Week 12, Thursday *Migrants and Political Change*

Sandra McGee Deutsch, Ch. 7 "'A Dike Against Reaction': Contesting anti-Semitism, fascism, and Peronism," *Crossing Borders, Claiming a Nation: A History of Argentine Jewish Women, 1880-1955* (Duke, 2010) 172-205.

Week 13, Tuesday *Revolutionary Goals* GROUP PRESENTATIONS

- Lois M. Smith and Alfred Padula, Ch. 4 "The Federation of Cuban Women" and Ch. 8 "The Campaign for Women's Employment," *Sex and Revolution: Women in Socialist Cuba* (Oxford, 1996) 45-57 and 95-109;
- Fidel Castro, "Women Play Their Part," from address to graduating tractor operators (1968)
* (optional) "Maternity Law for Working Women" and excerpts from "The Family Code" reproduced in *Women and the Cuban Revolution*, 133-151.

Week 13, Thursday *Land Reform* GROUP PRESENTATIONS

Carmen Deere and Magdalena León, Ch. 3 "Gender Exclusionary Agrarian Reform," *Empowering Women: Land and Property Rights in Latin America* (Pittsburgh, 2001) 62-79.

Week 14, Tuesday "*Racial Democracy*," *Military Rule* GROUP PRESENTATIONS

- Jeffrey Lesser, Ch. 1 "Brazil's Japan: Film and the space of ethnicity, 1960-1970," *A Discontented Diaspora: Japanese-Brazilians and the Meanings of Ethnic Militancy, 1960-1980* (Duke, 2007) 25-46.
- In class, scenes from *Meu Japão Brasileiro* (My Brazilian Japan) dir. Amácio Mazzaropi (1965)

Week 14, Thursday *Performance and Dictatorship* GROUP PRESENTATIONS

- Diana Taylor, "Making a Spectacle: The Mothers of the Plaza de Mayo" and "Alicia Partnoy" in Jetter, Orleck, and Taylor, eds., *The Politics of Motherhood: Activist Voices from Left to Right* (University Press of New England, 1997) 182-203;
- Film, *La historia oficial* (The Official Story) Argentina, dir. Luis Puenzo, 1985.
- In class, selected recordings from *nueva canción* movement.