

Sexuality and Gender in Latin America

Course number: LAS 366, HIS 363K, WGS 340

Meets: MWF 12 -1 pm. SHR Room 1.320

Instructor: Pilar Zazueta

Sexuality and gender are very useful analytical tools to explore how relations of power are constituted not only in the private sphere but also in state institutions, market and labor organization, as well as class and racial hierarchies. The core question we will address in this course is how differences (particularly between humans classified as female or male) were constructed in the history of Latin America. We will analyze the uses, implementations and transformations of these differences in the articulation of social and political life in the continent. The class will focus mostly on nineteenth and twentieth-century Latin America and will emphasize historical research, but we will also use scholarship from other disciplines. The class will cover topics like nineteenth-century honor and citizenship, contemporary masculinities, and human rights in the twentieth century.

Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Course Requirements

The course will require a short research paper, quizzes and a final exam.

1. Attendance and reading: Regular attendance to all class meetings is expected. This course requires you to read the assigned materials each week. The class will be more interesting if you ask questions and/or contribute to in class discussions.

It is important to come to class in order to succeed in this course. If you have to miss a class it is your responsibility to update your notes. Please ask your fellow students to lend you their notes and let you know about any news announced in class. Also, any major changes to the syllabus or calendar will be posted on Canvas.

2. Grading:

Best four of five quizzes: 40%

One paper: 35%

Exam: 25%

At the end of a course, total percentages will be converted to letter grades as shown in the table below.

Rounding will be as follows:

79.5 = 80 (B-)

BUT 79.4 = 79 (C+)

In other words, when rounding is performed, nn.5 is always rounded UP.

Points	Grades	Description
96-100	A	Exceptional, outstanding and excellent performance. Usually achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
90-95	A-	
87-89	B+	Very good, good and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
83-86	B	
80-82	B-	
77-79	C+	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
73-76	C	
70-72	C-	
67-69	D+	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
63-66	D	
60-62	D-	
Under 60	F	Unsatisfactory performance.

Quizzes:

There will be FIVE multiple choice and/or short answer quizzes on the assigned readings. To grade you I will drop your lowest score. You can miss ONE quiz and in that case that will be the score I will drop from your average. The sum of the remaining FOUR quizzes will stand for 40% of your final grade. The quizzes will be on past course content. In other words, if we have a quiz on Week 5, the quiz will be testing the content of readings and lectures of Weeks 1, 2, 3, and/or 4. Course content from Week 5 will be covered in a future quiz.

You will only be tested on the readings ONCE on the quizzes. This means for example that if we have a quiz on Week 5 that covers the materials from Weeks 1-4 you will not be tested on these materials on a

future quiz. However, the final may cover all the content of the semester. (Please refer to the exam section for more information).

If you miss more than one quiz due to justified absences (documented medical emergencies, religious celebrations, etc.) please contact me or come see me during my office hours.

Exam:

We will have an exam in the last week of the semester consisting of at least two essay form questions. I will let you know in advance the readings and/or materials covered in the exam.

Early exams will not be given. The final examination may be made-up if missed for medical reasons but you must have a note from a doctor. Unless there is an emergency, please contact me before the exam. If you contact me during or after the exam, you will not be allowed a make-up exam or alternative assignment.

Written Assignment: You will write one 1500-2000 word assignment during the semester (not counting graphs and figures). We will discuss the research paper assignments during class on the following dates:

October 2nd: Research paper information session

You will receive a handout with information about the research paper and how to present a paper proposal.

October 21st: Research paper proposal deadline

You should submit a short research topic proposal to me via e-mail or hardcopy (100-300 words). The proposal will be graded as pass/fail. Late proposals will be penalized with 10% of the maximum number of points that the research paper is worth, per day (example: in a paper worth 30 points, you lose 3 points each day that you are late).

October 23rd: First research paper Q&A session with students

I will hand out comments on your proposals and we will have a discussion about the assignment.

October 30th: Second research paper Q&A session with students

We will address any questions you still have about the research paper.

November 1st: Research paper deadline

No extensions will be granted. Late papers will be penalized with 10% of the maximum number of points, per day (example: in a paper worth 30 points, you lose 3 points each day that you are late). Assignments will not be accepted past 72 hours after the deadline. Please check spelling and grammar before submitting assignments.

3. Readings

There will be three sources for our readings:

- 1) Books, which are available at the co-op bookstore and other booksellers.
- 2) Readings available online via Canvas. Please make sure to print them out on your own.

You will find in the schedule an indication of the source for each reading.

The following book is required:

Gutmann, Matthew C. 2007. *Fixing men: sex, birth control, and AIDS in Mexico*. Berkeley: University of California Press.

I recommend that you purchase this book:

Dore, Elizabeth, and Maxine Molyneux. 2000. *Hidden histories of gender and the state in Latin America*. Durham, NC: Duke University Press.

We will watch several films/film clips including (and others TBA):

Bolivar soy yo (Jorge Ali Triana, 2002)

Señorita extraviada (Lourdes Portillo, 2001)

La nana (Sebastián Silva, 2008)

4. Other course information

Emergencies

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

Commitment to Inclusiveness and Diversity

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Academic Honesty

Any instance of academic dishonesty (including plagiarism) will not be tolerated. University of Texas at Austin's policies on academic integrity will be strictly followed in any of such instances. If you have not seen it, please take a moment to read these policies:

http://deanofstudents.utexas.edu/sjs/acadint_whatiss.php

If you have doubts about citation procedures or if you are not sure if something constitutes plagiarism or not, please consult with me. You may also take a look at this guide:

<http://www.utexas.edu/cola/centers/cwgs/files/pdf-4/ai2012.pdf>

Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community

Academic Policies and Procedures

For information about adding and dropping classes, changing pass fail registration and other academic matters please refer to UT's general academic policies and procedures:

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures>

Student Support Services

The Writing Center <http://uwc.utexas.edu/>

Sanger Learning Center <http://www.utexas.edu/ugs/slc>

Career Services <http://www.utexas.edu/ugs/csacc>

<http://www.utexas.edu/academics/career-services-offices>

Health Services <http://healthyhorns.utexas.edu/>

Counseling and Mental Health Services <http://cmhc.utexas.edu/>

Services for Students with Disabilities <http://ddce.utexas.edu/disability/>

Email and Communication

I will make most announcements during class. Important news will also be broadcasted by email through Canvas. If possible ask me questions about the course before and after class and during my office hours. When you need to communicate with me via e-mail please include your name and the course number in the message subject/title. I will try to respond to your e-mail as soon as possible but please do not expect an immediate response. I am available Monday through Friday. Please avoid sending me message during the weekend and I promise to do the same. I will be unable to respond to e-mails a few hours before class and the final exam.

Cell Phones, laptops and other electronic devices:

Please try not to use your phones, PDAs, iPods or other electronic devices during class. Set them in silent mode to not distract the instructor and your fellow students. If you must send and/or check your messages please do so discretely. I would prefer that you take notes on a paper notebook instead of using your laptop (although I understand that it might be absolutely necessary to use a computer in some cases). Experts on technology and education have discovered that using electronic devices during lectures can be detrimental to learning:

“The purpose of the present study was to examine the impact of multi-tasking with digital technologies while attempting to learn from real-time classroom lectures in a university setting. Four digitally-based multi-tasking activities (texting using a cell-phone, emailing, MSN messaging and Facebook™) were compared to 3 control groups (paper-and-pencil note-taking, word-processing note-taking and a natural use of technology condition) over three consecutive lectures. Comparisons indicated that participants in the Facebook™ and MSN conditions performed more poorly than those in the paper-and-pencil use control...**These analyses indicated that participants who did not use any technologies in the lectures outperformed students who used some form of technology...** Contrary to popular beliefs, attempting to attend to lectures and engage digital technologies for off-task activities can have a detrimental impact on learning.”¹

******* Disclaimer**

This class covers topics related to human sexuality. If you are easily offended or for whatever reason you prefer not to discuss sex in a public setting this might not be the right course for you.

¹ Eileen Wood et al., “Examining the Impact of Off-task Multi-tasking with Technology on Real-time Classroom Learning,” *Computers & Education* 58, no. 1 (January 2012): 365–374, doi:10.1016/j.compedu.2011.08.029.

5. Course calendar

First Week: August (Wed 28, Fri 30)

Introduction

Required reading:

Scott, Joan Wallach. 1999. *Gender and the politics of history*. New York: Columbia University Press.

Second Week: September (Wed 4, Fri 6)

Gender and honor in Colonial Latin America

Johnson, Lyman L., and Sonya Lipsett-Rivera. 1998. *The faces of honor: sex, shame, and violence in colonial Latin America*. Albuquerque, NM: University of New Mexico Press. Chapter 6. Richard Boyer Honor among Plebeians, page 152-178

Third Week: September (Mon 9, Wed 11, Fri 13)

Citizenship, nation and gender in the early republics

Diaz, Arlene J. 2004. *Female citizens, patriarchs, and the law in Venezuela, 1786-1904*. Lincoln: University of Nebraska Press. pp. 105-132

Fourth Week: September (Mon 16, Wed 18, Fri 20)

Citizenship, nation and gender in the early republics

Diaz, Arlene J. 2004. *Female citizens, patriarchs, and the law in Venezuela, 1786-1904*. Lincoln: University of Nebraska Press. pp 132-170

Film: Bolivar soy yo

Fifth Week: (Mon 23, Wed 25, Fri 27)

Property and economic relations

Dore, E. Property, Households, and Public Regulation of Domestic Life: Diriomo, Nicaragua, 1840–1900, pp. 147-171 in *Hidden histories of gender and the state in Latin America*

Guy, D. Parents before the Tribunals: The Legal Construction of Patriarchy in Argentina pp. 172 -194 in *Hidden histories of gender and the state in Latin America*

Sixth Week: September (Mon 30), October (Wed 2, Fri 4)

Challenging patriarchal arrangements

Vaughan, M.K., *Modernizing Patriarchy: State Policies, Rural Households, and Women in Mexico, 1930–1940* pp. 194-214 in *Hidden histories of gender and the state in Latin America*

October 2nd: Research paper information session

Seventh Week: October (Mon 7, Wed 9, Fri 11)

Gender, work and class

Hutchison, Elizabeth Q. 2001. *Labors appropriate to their sex: gender, labor, and politics in urban Chile, 1900-1930*. Durham, NC: Duke University Press. pp. 19-35; pp. 59-96

Eight Week: October (Mon 14, Wed 16, Fri 18)

Beauty and politics (1)

Canessa, Andrew (2008) Sex and the Citizen: Barbies and Beauty Queens in the Age of Evo Morales. *Journal of Latin American Cultural Studies*, 17 (1). pp. 41-64.

October 21th: Research paper proposal deadline.

October 23rd: First research paper Q&A session with students

Ninth Week: October (Mon 21, Wed 23, Fri 25)

Beauty and politics (2)

Working-class beauty : queens under Peronism / Mirta Zaida Lobato, María Damilakou, and Lizel Tornay --In Karush, Matthew B., and Oscar Chamosa. 2010. *The new cultural history of Peronism: power and identity in mid-twentieth-century Argentina*. Durham [NC]: Duke University Press.

Begin reading: Gutmann, Matthew C. 2007. *Fixing men: sex, birth control, and AIDS in Mexico*. Berkeley: University of California Press. (Chapters 1, 2, 3)

Tenth Week: October (Mon 28, Wed 30) Nov (Fri 1)

Health, family planning and gender relations

Gutmann, Matthew C. 2007. *Fixing men: sex, birth control, and AIDS in Mexico*. Berkeley: University of California Press. (Chapters 4-5)

October 30th: Second research paper Q&A session with students

November 1st: Research paper deadline

Eleventh Week: November (Mon 4, Wed 6, Fr 8)

Machos, masculinity and sexuality

Prieur, Annick, 'Domination and Desire: Male Homosexuality and the Construction of Masculinity in Mexico', in *Machos, Mistresses, Madonnas: Contesting the Power of Latin American Gender Imagery*, eds. Marit Melhuus and Kirsti Anne Stølen, Verso (London and New York, 1996).

Finish reading : Gutmann, Matthew C. 2007. *Fixing men: sex, birth control, and AIDS in Mexico*. Berkeley: University of California Press. (Chapters 6, 7, 8)

Twelfth week: November (Mon 11, Wed 13, Fri 15)

Gender, youth and social movements

Valeria Manzano. 2009. "The Blue Jean Generation: Youth, Gender, and Sexuality in Buenos Aires, 1958–1975". *Journal of Social History*. 42 (3): 657-676

Thirteenth week: November (Mon 18, Wed 20, Fri 22)

Feminist movements and social rights

Fisher, Jo, Gender and the State in Argentina: The Case of the Sindicato de Amas de Casa pp. 322-345 in *Hidden histories of gender and the state in Latin America*

Macaulay, Fiona Getting Gender on the Policy Agenda: A Study of a Brazilian Feminist Lobby Group pp. 346-367 in *Hidden histories of gender and the state in Latin America*

Fourteenth Week: November (Mon 25, Wed 27)

Gender, policy and neoliberalism

Film: La nana

Molyneux, Maxine. 2006. "Mothers at the Service of the New Poverty Agenda: Progres/Oportunidades, Mexico's Conditional Transfer Programme". *Social Policy & Administration*. 40 (4): 425-449.

Fifteenth Week: December (Mon 2, Wed 4, Fri 6)

Mon 2 Exam review session

Fri 6 Exam