HILA 261: A HISTORY OF WOMEN IN LATIN AMERICA
Professor Cowan (bacowan@ucsd.edu)

REQUIREMENTS AND GRADING:
1. Attendance, Readings and Discussion (40%): Students are expected to attend all class meetings. Students must come to each class having read or watched the assigned material corresponding to that particular date and must be prepared to participate actively in discussion. Learning to read and respond to such material in a timely fashion is one of the objectives of this course; students who find it difficult to complete readings on time should feel free to visit me during office hours for additional assistance. All hard-copy readings will be available in the bookstore and on reserve at the library; electronic readings will be available by library e-reserve (denoted by “Reserves”) or via access to online publications. Films are on reserve at the library.
2. Monographs: Reading and Teaching (15%): Each student will select two weeks in which to read an additional book—listed below as “Options for Additional Reading.” For one of these books, the student will write an academic book review; for the other, the student will prepare a 30-minute presentation to teach the book to the undergraduates enrolled in History 161. Students should notify the professor of their choices no later than Week 2.
3. Research Papers (45%): Each student will submit a fifteen- to twenty-page research essay on the relevant topic of the student’s choice. An annotated bibliography for this project must be submitted in week seven, so students should plan their research accordingly. Students should keep in mind that their papers will not be accepted should they fail to conform to the following standards: word-processed; double-spaced; in 12-point, Times New Roman or Cambria font with standard (1-inch and 1.25-inch) margins; and proofread until free of spelling and grammar errors. Citations should be in Chicago (footnote) format. Except in the case of an extreme emergency or with an extension granted by me in advance, late papers will be penalized one full letter grade (A to B) for each day they are late. If you fear that your work will be late for any reason, please contact me within the first two weeks of the semester. Plagiarism will not be tolerated under any circumstances. Any material, idea (transcribed or paraphrased), or turn of phrase that has come from someone else’s work must be properly documented. Ignorance of the exact definitions of plagiarism will not be considered an excuse. Should you have questions about what constitutes plagiarism, do not fail to consult the university’s resources on academic ethics, available—among other places—at:
   - https://academicintegrity.ucsd.edu/

SCHEDULE OF READINGS AND ASSIGNMENTS (Subject to Change)
WEEK 0—(27 SEP)
- Introduction to course themes

WEEK 1 (4 OCT)—BEFORE 1492: PRECOLUMBIAN WOMEN AND GENDER
- READING:
  - Mary Elizabeth Perry, *Gender and Disorder in Early Modern Seville*, Chap 2. (Reserves)
• Nirenberg, Neighboring Faiths: Christianity, Islam, and Judaism in the Middle Ages and Today, Chap 5. (Reserves)

• Options for Additional Reading:
  o Silvia Maria Pérez González, La mujer en la Sevilla de finales de la Edad Media: solteras, casadas y virgenes consagradas (Sevilla, 2005)
  o Debora Meyers and Susan Dinan (eds.), Women and Religion in Old and New Worlds (Routledge, 2014)
  o Irene Silverblatt, Moon, Sun and Witches: Gender Ideologies and Class in Inca and Colonial Peru (Princeton, 1987).

WEEK 2 (11 OCT)—COLONIZATION

• READING:
  o Ramón Gutiérrez, When Jesus Came, the Corn Mothers Went Away (pages 46-54, 66-78, 89-90) (Reserves)
  o [OPTIONAL]: Ann Twinam, “Honor, sexuality, and illegitimacy in colonial Spanish America,” in Lavrin, Sexuality and Marriage in Colonial Latin America

• Options for Additional Reading:
  o Kathryn Burns, Colonial Habits: Convents and the Spiritual Economy of Cuzco, Peru (Duke, 1999)
  o Jane Mangan, Transatlantic Obligations: Creating the Bonds of Family in Conquest-era Peru and Spain (Oxford, 2016)
  o Stephanie Kirk, Sor Juana Inés de la Cruz and the Gender Politics of Knowledge in Colonial Mexico (Routledge, 2016)
  o Irene Silverblatt, Moon, Sun and Witches: Gender Ideologies and Class in Inca and Colonial Peru (Princeton, 1987)
WEEK 3 (18 OCT)—ENSLAVED WOMEN

• READING:
  o María de los Reyes Castillo Bueno and Daisy Rubiera Castillo, *Revita: The Life of a Black Cuban Woman in the Twentieth Century*
  o Excerpt from Robert Conrad, *Children of God’s Fire* (Reserves)

• Options for additional reading:
  o Kathleen J. Higgins, “Licentious Liberty” in a Brazilian Gold-Mining Region Slavery, Gender, and Social Control in Eighteenth-Century Sabará, Minas Gerais (Penn State, 1999)
  o Sandra Lauderdale Graham, *Caetana Says No* (Cambridge, 2002)
  o Herbert S. Klein and Ben Vinson III (eds.), *African Slavery in Latin America and the Caribbean* (Oxford, 2007)

WEEK 4—(25 OCT)—MAGICAL WOMEN

• READING:
  o Choose one of the following novels to read:
    ▪ Isabel Allende, *The House of the Spirits*
    ▪ Alejo Carpentier, *The Kingdom of This World*
    ▪ Gabriel Garcia Marquez, *100 Years of Solitude*
    ▪ Laura Esquivel, *Like Water for Chocolate*

• Options for additional reading:
• Neil L. Whitehead and Robin Wright, eds., In Darkness and Secrecy: The Anthropology of Assault Sorcery and Witchcraft in Amazonia (Duke, 2004)
• Fernando Cervantes, The Devil in the New World: The impact of Diabolism in New Spain (New Haven: Yale University, 1994)
• Irene Silverblatt, Moon, Sun and Witches: Gender Ideologies and Class in Inca and Colonial Peru (Princeton, 1987)

WEEK 5—(1 NOV)—WOMEN AND REVOLUTION, WOMEN AND VIOLENCE
• READING:
  • Steve Stern, The Secret History of Gender (pages 3-20 and 70-98)
    • [OPTIONAL]: pages 98-111 and 151-188
  • Michelle Chase, Revolution within the Revolution: Women and Gender Politics in Cuba, 1952-1962 (Chapel Hill: UNC Press, 2016), Introduction (Reserves)
• Options for additional reading:
  • Stephanie J. Smith, Gender and the Mexican Revolution: Yucatán Women and the Realities of Patriarchy (UNC Press, 2009)
  • Stephanie Evaline Mitchell and Patience Alexandra Schell, The Women's Revolution in Mexico, 1910-1953 (Rowman and Littlefield, 2007)
  • Jocelyn Olcott, Revolutionary Women in Postrevolutionary Mexico (Duke, 2005)
  • Karen Kampwirth, Latin America's New Left and the Politics of Gender (Springer, 2011)
  • Victória González-Rivera, Before the Revolution: Women's Rights and Right-wing Politics in Nicaragua, 1821-1979 (Penn State, 2011)

WEEK 6—(8 NOV)—WOMEN AS MOTHERS AND AS MOTHERS OF THE NATION
• READING:
  • Julie M. Taylor, Eva Perón: The Myths of a Woman (Chicago: University of Chicago Press, 1979), 72-112 (Reserves)

Margaret Power, *Right-Wing Women in Chile: Feminine Power and the struggle Against Allende, 1964-1973* (University Park, PA: Penn State University, 2002), Introduction, Chapters 3 and 6


[OPTIONAL]: Karin Rosemblatt, *Gendered Compromises: Political Cultures and the State in Chile, 1920-1950* (UNC, 2000), 149-185

**Options for additional Reading:**


Silvia Arrom, *Volunteering for a Cause: Gender, Faith, and Charity in Mexico from the Reform to the Revolution* (UNM, 2016)


Donna J. Guy, *White Slavery and Mothers Alive and Dead: The Troubled Meeting of Sex, Gender, Public Health and Progress in Latin America* (Nebraska, 2000)

**WEEK 7—(15 NOV)—FEMINISMOS**

**ANNOTATED BIBLIOGRAPHY DUE**

**READING**

bell hooks, “introduction: come closer to feminism,” in *feminism is for everybody: passionate politics* (Pluto, 2000), vii-x (Reserves)

Susan Besse, “The Politics of Feminism(s) and Anti-Feminism(s),” in *Restructuring Patriarchy: The Modernization of Gender Inequality in Brazil, 1914–1940* (Chapel Hill: UNC, 1996), 164-198 (Reserves)

Asunción Lavrín, *Women, Feminism, and Social Change in Argentina, Chile, and Uruguay, 1890-1940* (Lincoln: Nebraska, 1998), 1-14 (Reserves)

Sonia E. Alvarez, “The (Trans)formations of Feminism(s) and Gender Politics in Democratizing Brazil,” in *The Women's Movement in Latin America: Participation And Democracy*, ed. Jane Jaquette (New York: Routledge, 1989), 13-64 (Reserves)

**Options for additional reading:**


Stephanie Rousseau and Anahi Morales Hudon, *Indigenous Women’s Movements in Latin America: Gender and Ethnicity in Peru, Mexico, and Bolivia* (Springer, 2016)

**WEEK 8—(22 NOV)—NO CLASS (THANKSGIVING HOLIDAY)**

**WEEK 9—(29 NOV)—WOMANHOODS**

- **READINGS:**

- **Options for additional reading:**

**WEEK 10—(6 DEC)—WOMEN AND WORK**

- **READING:**
    - [OPTIONAL]: pages 3-31
  - Larry Siems, ed. and trans. *Between the Lines, Letters Between Undocumented Mexican and Latin American Immigrants and Their Families and Friends* (University of Arizona, 1996), 9-11; 147-149; 195-197 (Reserves)

- **Options for additional reading:**
- Dana Frank, *Bananeras: Women Transforming the Banana Unions of Latin America* (Haymarket 2016)