This class has it all: cross-dressing nuns, murderous drag queens, puritanical revolutionaries, and just a glimmer of sexual witchcraft. We will use these and other stories to consider what sex, sexuality, and gender have meant across time and space in the Americas. The class will explore, compare, and challenge approaches to the history of sexuality and gender in Latin America. Our principal questions will include the following: How do people think about sex and social relations? What can we know about how people thought about or “felt” sex and gender in the past—and how can we know it? What makes the way that sexual norms work particular to specific places, times, and groups of people—and what makes them broader than that? Can we identify peculiarly “Latin American” or “American” approaches to sex and gender? How have gender and sexuality in this hemisphere changed over time, broadly speaking?

**REQUIREMENTS AND GRADING:**

1. **Attendance, Readings and Discussion (45%)**: 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 always feel welcome 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’s website.

   • **Books Available for Purchase**:

2. **Weekly Responses (15%)**: Students will be responsible for submitting responses to each week’s reading. Every week, each student must submit a one-sentence response to each reading. That response (one sentence per reading) should answer the appropriate questions from the following:
   a. If the reading is a secondary source, the sentence should answer the question: “What is the central or most important question this scholar seeks to answer in this text?”
   b. If the reading is a primary source, the sentence should answer the question “What is an example of something this document can tell us about the past?”

   These responses should be submitted to Prof. Cowan via email by Saturday evening at 7pm. The sentences should be numbered and indicate which reading each sentence is addressing. You should need to include documentation, use Chicago (footnote) style from the Chicago Manual of Style. These assignments will not be letter-graded.

3. **Group Presentation (10%)**: Students will form groups of two or three, select a week from the syllabus, and do outside research on that topic. Each group will present its research to the class in the selected week. Presentations should be approximately 10 minutes long, and will be assessed based on thoroughness of research and polish of the presentation itself.
4. **Research Papers (30%)**: Each student will submit a ten- to twelve-page historiographical essay on the relevant topic of the student’s choice. This means that students will do comprehensive research on a particular topic and write an essay describing the state of scholarship on the subject and potential avenues for future research. We will discuss potential topics and strategies during our first meeting. Students must consult books; web-based sources alone are not acceptable. 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 the instructor 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/](https://academicintegrity.ucsd.edu/)
- [https://treebeard.ucsd.edu/_files/pdf/PlagiarismBrochure_May2014.pdf](https://treebeard.ucsd.edu/_files/pdf/PlagiarismBrochure_May2014.pdf)

### SCHEDULE OF READINGS AND ASSIGNMENTS (Subject to Change)

**WEEK 1 (8 JANUARY): INTRODUCTIONS—SEX, GENDER, AND LATIN AMERICA**
- Assignment to complete before class:
  - Film: *How Tasty Was My Little Frenchman*
- Select partner(s) and a topic/week for group projects.

**WEEK 2 (15 JANUARY): SEX BEFORE EUROPEANS**
- CLASS DOES NOT MEET THIS WEEK (Martin Luther King, Jr. Day)
- Select a research paper topic and begin compiling sources.
- Assignment to read before next class:
  - Ramón Gutiérrez, *When Jesus Came, the Corn Mothers Went Away* (pp. xvii-36)

**WEEK 3 (22 JANUARY): SEX AND COLONIZATION**
- (Because of the holiday last week, we’ll discuss two weeks’ worth of readings today.)
- Assignment to complete before class:
  - Ramón Gutiérrez, *When Jesus Came, the Corn Mothers Went Away* (pp. 46-54, 66-78, 89-90)
  - Steve Stern, *The Secret History of Gender* (pp. 3-20; 70-98)
    - ([OPTIONAL]: Stern, pp. 98-111, 151-188)
  - [OPTIONAL]: Catalina de Erauso, *Lieutenant Nun* (3-80)
WEEK 4 (22 JANUARY): SEX OF THE NATION: Republican Motherhood, National Manhood

- Assignment to complete before class:
  - Benjamin A. Cowan, *Securing Sex* (pp. 1-49)
  - Film: *Plata Quemada* (Reserves)


- Assignment to complete before class:
  - Documents on Slave Sex Work and Wet Nurses from *Children of God’s Fire* (Reserves)
  - Sue Ann Caulfield, “The Birth of Mangue” in *Sex and Sexuality in Latin America* (pp. 86-100) (E-book available via UCSD Library).
  - Erica Williams, *Sex Tourism in Bahia: Ambiguous Entanglements*, (pp. 1-12, 44-63) (E-book available via UCSD library.)

WEEK 6 (12 FEBRUARY): SEX AND WORK.

- Assignment to complete before class:
  - Gregory Mitchell, *Tourist Attractions* (Introduction, Chapter 2)
  - Kamala Kempadoo, *Sun, Sex, and Gold: Tourism and Sex Work in the Caribbean*, Chapters 1 and 4 (pp. 1-27 and 81-89) (Reserves)

WEEK 7 (19 FEBRUARY): SEX AND THE CITY

- **ANNOTATED BIBLIOGRAPHY DUE VIA EMAIL BY 3PM, 19 FEBRUARY.**
- **CLASS DOES NOT MEET THIS WEEK (Presidents’ Day)**
WEEK 8 (25 FEBRUARY): SEX AND THE COLD WAR

- James N. Green, *Beyond Carnival: Male Homosexuality in Twentieth-Century Brazil* (Chicago: University of Chicago, 1999), Chapter Two (pp. 62-107) (Reserves)
- Film: *Madame Satã* (Reserves)

WEEK 9 (5 MARCH): SEX IN THE US AND SEX IN U.S. EMPIRE

- [OPTIONAL]: Benjamin A. Cowan, *Securing Sex*, Chapter 4-5 (pp.111-179)
- Film: *Fresa y Chocolate* (Reserves)

WEEK 10 (12 MARCH): SEX AND REVOLUTION

- Anne Rubenstein, “The War on Las Pelonas: Modern Women and Their Enemies, Mexico City, 1924” in *Sex in Revolution* (pp. 57-80) (E-book available via UCSD Library).
- Film: *Antes que Anochezca* (Reserves)

ALL FINAL ESSAYS DUE 19 MARCH VIA EMAIL.