Course Syllabus

HIST 6340, SEC. 001
WOMEN IN LATIN AMERICA
SPRING 2009, WED, 4-6:45, JO 4.708

Professor Contact Information
Dr. Monica Rankin
JO 5.204
(972) 883-2005
Mobile: (972) 822-5375
mrankin@utdallas.edu
www.utdallas.edu/~mrankin
Office Hours: M/W 12:30-2:30 or by appt.

Course Description
This course provides an in depth, graduate-level coverage of the history of Latin America through the lens of women’s roles and activities in the region from the beginning of the colonial period (roughly 1492) to the present. The course will require students to examine women in Latin America in the context of existing theoretical models for Women’s Studies. As a graduate seminar, the course will incorporate critical analysis of secondary literature and interpretations of primary sources. Students will gain an understanding of how the history of Latin America viewed through the perspective of women frequently presents different themes and different emphases than the political, economic, and social narratives that dominate traditional survey courses. Students will learn the unique roles women played in their societies compared to men and compared to women in other societies.

Student Learning Objectives/Outcomes
• Students will demonstrate a thorough knowledge of women’s roles in Latin American history from roughly the late pre-Colombian era to the present.
• Students will demonstrate an ability to identify and engage with the most recent scholarship on women in Latin America as well as the writings of classic scholars of women in Latin America.
• Students will demonstrate an ability to evaluate the complexities of issues including (but not limited to) race, class, gender, religion, power, and economic development and they will understand how incorporating women into the historical narrative may change the scholarly perspective on those issues.
• Students will demonstrate their understanding of the existing scholarship on women in Latin American by writing an original in-depth essay.

Required Textbooks and Materials

Required Reading


**Recommended Textbook Reading - Optional:**


**You are not required to purchase or complete any of readings from the Chasteen textbook. It should be used only as a reference for any students who do not already have a solid base of knowledge of the historical narrative in Latin American history. It should be used to clarify references made in the assigned readings to important events in Latin American history. Many chapters in the Chasteen text also includes a brief description on how the political, economic, and social events outlined in the chapter affected women in that time period. It may be useful to review those sections regularly, but students should focus on the assigned readings to prepare for class.**

**Reserve Readings:**

Available on McDermott Library E-Reserve system. See the course website for a link. Password for this class will be distributed via email.


**Recommended Readings on Women in Latin America (partial list)**


**Grading Policy**
The grading in this course is based on weekly discussions/participation, weekly notes, book reviews, and a final project. The breakdown of the grading is as follows:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Book Reviews/Primary document</td>
<td>25%</td>
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<tr>
<td>Weekly Notes</td>
<td>25%</td>
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<tr>
<td>Participation</td>
<td>25%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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**Course & Instructor Policies**

No late assignments will be accepted and there is no make-up policy for in-class work.

All assignments for this class are mandatory. Materials used in this course have been carefully selected for their scholarly value, but some audiences may take offense at topics of a sensitive nature. There will be NO substitutions of readings, films, documents, presentations, and/or other course requirements to suit personal preferences. There are NO EXCEPTIONS to this rule.

**Assignments**

**Weekly Notes:** You will prepare a reading response for all readings assigned. This includes weekly monographs as well as individual articles and chapters. The papers should include a statement of the author’s main argument, followed by supporting evidence the author provides. You should examine the author’s use of sources, methodology, and theory. Your notes should conclude with a critical analysis of the readings. In your analysis, you should provide your critique of the readings. This is also where you should include any information you have about the author that may influence your interpretation of the readings. It is also appropriate to compare your critique to published reviews of the readings (where available). Peer-reviewed journals publish reviews of many historical monographs, and these should be available for most books assigned in this course. Response papers should be typed and prepared prior to class meetings. You must email your response papers to everyone in the class by 4:00 on Tuesday to give your classmates an opportunity to read your reaction to the readings. Based on those reading responses, everyone should prepare a list of 3-5 discussion ideas and/or question to present to the class. Since this is a graduate-level reading seminar, I expect your reading responses to be thorough and to reflect graduate-level analysis. I suggest using the following note-taking format (for non-primary source books and articles).

**Suggested Note-Taking Format:**

- **Title/Author:** Is there any significance in the title chosen for the work? Who is the author? What do you know about him/her? Field? Discipline? Institutional affiliation? Peers/colleagues? For books, was it first a dissertation? What else has the author written?
- **Publisher:** Who is the publisher? What do you know about the press? Is it academic or otherwise? What is the publisher known for? What other types of works has the publisher produced? Is the book part of a series? What is the nature of the series? Who is the series editor? What do you know about him/her?
- **Thesis:** What is the author’s main argument (as opposed to the subject of the book)?
- **Evidence:** How does the author support his/her main argument?
- **Research/sources:** Look at the notes and bibliography. What primary and secondary sources did the author consult? Which libraries, collections, archives, etc. were involved?
- **Methodology:** How did the author approach his/her sources? What questions were asked? Are any theoretical frameworks involved? Are there any inherent challenges to the sources and/or approach? How has the author attempted to contend with those challenges?
- **Body of Scholarship:** Who else has written on the topic? Who else has used similar sources and/or theoretical models? Where does the work fit within the existing body of literature? It is responding to a previous study? Was it a seminal work? What have other scholars said about it?
- **Critique/analysis:** What is your overall critique of the work? Is the thesis solid? Has the author defended it well? What is your opinion of the use of sources and methodology? How can you use the information presented? How can you use the methodological model?

**Class Participation:** This is a graduate readings seminar and all students are expected to participate in class discussions. All students will also serve as discussion leader twice during the course. You will lead discussion for the topics you have chosen for your book reviews. Discussion leaders will help lead class discussion and should contribute with leading questions and issues for debate. They are also responsible for finding a short primary document (or excerpt of a document) that pertains to the week’s topic to distribute to the class. During the second week of class we will choose the days/topics for discussion leaders.
**Book Reviews:** The discussion leaders will write book reviews each week. These must be completed 24 hours before class meets and they must be sent via email attachment to everyone in the class. This means by 4:00 on Tuesday. Each of you should “grade” the book review prior to coming to class. Please be considerate of your classmates’ schedules. If you send your review late, your fellow students may not have adequate time to devote to reading and commenting on it. We will devote the first part of class every week to assessing each other’s book reviews. (You will not be required to turn in notes when you write the book review.)

**Guide for Writing Formal Book Reviews:**
Book reviews are designed to test your knowledge of the arguments and evidence presented in a monograph, and also to challenge you to critique the work. Book reviews should be typed and prepared prior to the due date. Each book review should be a maximum of three typed pages in length. The review should begin with an introductory paragraph which briefly states the thesis of the AUTHOR of the monograph as well as a concise summary of his or her main evidence. The introductory paragraph should conclude with the YOUR thesis statement or the basic critique/opinion of the work.

Following the introduction, you should include at least one paragraph detailing the evidence that the author uses to frame the book’s thesis. This evidence should be well-organized and detailed in the book review. Then the book review should include three to five paragraphs outlining your argument and evidence. In this part of the book review, you should consider several questions? How well did the author support his or her argument? How persuasive was that argument? How important were the author’s main points? Was the author’s research thorough, or did the book leave out important issues? What sources did the author use? Were his/her sources lacking or were they sufficient for the scope of the work? Was the writing style clear and concise, or was the book difficult to read? The book review should end with a succinct concluding paragraph. I recommend becoming familiar with professional book reviews published in scholarly journals. You should use these in your weekly reading and you should use them as a model for writing formal book reviews.

**Final Project:** A large portion of your grade in this course will be determined by a final project. You are to write a DETAILED prospectus for a book on the history of women in modern Latin America (post-independence). You should include a detailed chapter outline/summary with specific references to readings we have discussed in class this semester. You may and should incorporate additional readings if appropriate that were not assigned in class. Please use Susan Socolow’s *Women of Colonial Latin America* as a model. I expect this project to be at least 20-30 pages in length, but you should “write it ‘til it’s good.” The due date is listed on the course schedule.

**FORMAL WRITING:** Book reviews and the final project must follow the format for formal academic writing. In addition to content, book reviews and formal papers will also be graded for suitable grammar, appropriate style, and proper mechanics. All papers must be neatly printed in 12-point font, double-spaced, with page numbers in the top right corner. Your name, course number, assignment description, date, and my name should appear at the top left corner of the first page for all weekly notes. All book reviews and the final project should include a cover page with the above information. Proper citations must be used in book reviews and formal papers. Please see Kate Turabian’s *Manual for Writers of Term Papers, Theses and Dissertations* for correct citation styles. Please see Diana Hacker’s *Rules for Writers* for a guide to grammar and stylistic concerns in formal writing (see also www.dianahacker.com).

**LIBRARY RESOURCES:**

**Linda Snow,** Liaison to the School of Arts and Humanities
snow@utdallas.edu
(972) 883-2626

Library Webpage: www.utdallas.edu/library

**TexShare Card:** Library card available through the McDermott Library that gives all UTD students borrower privileges at most university and public libraries throughout the state of Texas.

**World Cat:** Database of general collections at lending libraries throughout the United States. This should be the first database you search for sources (primary and secondary) on Latin American history. World Cat specifies which books are owned by the McDermott Library and includes an inter-library loan link for books the library does not own.
JSTOR: an electronic archive of core scholarly journals from the humanities, social sciences, and sciences. The journals have been digitized, starting with their very first issues, often dating back to the 1800s. It does not contain current issues. Everything in JSTOR is full-text. Full-length journals articles and book reviews can be downloaded on or off campus through the library’s webpage.

Project Muse: a collection of the full text of over 300 high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Coverage for most journals began around 1995. Full-length journals articles and book reviews can be downloaded on or off campus through the library’s webpage.

OTHER RESOURCES FOR PRIMARY SOURCES:
Internet Modern History Sourcebook
http://www.fordham.edu/halsall/mod/modsbook08.html

Latin American History Links (CSU Ohio):
http://www.csuohio.edu/history/courses/Josehis165/LINKS.htm

Sources and General Resources on Latin America
Site maintained by Professor Steven Volk of Oberlin College.
http://www.oberlin.edu/faculty/svolk/latinam.htm

Online Primary Sources Page
Site maintained by Professor Richard Slatta of North Carolina State University.
http://social.chass.ncsu.edu/slatta/h1216/doclist.html

Nettie Lee Benson Latin American Collection at the University of Texas at Austin:
http://www.lib.utexas.edu/benson/

Latin American Network Information Center (LANIC)
http://lanic.utexas.edu/

H-LATAM: Web-based, scholarly discussion network of Latin American historians and other scholars. This is a good forum for keeping up on current literary debates and also to query experts in the field for advice on literature, methodology, archives, etc.
http://www.h-net.org/

ACADEMIC CALENDAR:
The following schedule outlines the topics and reading assignments for each class. This schedule is subject to change. Any changes made to the schedule and/or any other course requirements will be announced in class and will be posted on the course website: www.utdallas.edu/~mrarkin.
| Week 1  | January 14 | Course Introduction  
|         |           | Definitions and Concepts  
|         |           | Library Resources  
| Week 2  | January 21 | **The Study of Women in Latin American History**  
|         |           | Discussion of Readings  
|         |           | Socolow, Introduction and Chapters 1-2  
|         |           | Reserve Readings 1-3  
|         |           | Stevens (Handout)  
|         |           | Navarro (Handout)  
| Week 3  | January 28 | **Gender and the Conquest**  
|         |           | Discussion of Readings  
|         |           | Socolow, Chapters 3-4  
|         |           | Silverblatt  
| Week 4  | February 4 | **Family and Religious Life**  
|         |           | Discussion of Readings  
|         |           | Socolow, Chapters 5-7  
|         |           | Boyer  
| Week 5  | February 11 | **Women, Work, and Slavery**  
|         |           | Discussion of Readings  
|         |           | Socolow, Chapters 8-9  
|         |           | Higgins  
| Week 6  | February 18 | **Women and Public Behavior**  
|         |           | Discussion of Readings  
|         |           | Socolow, Chapters 10, 11, and conclusion  
|         |           | Twinam  
| Week 7  | February 25 | **Latin American Women in Wars and Violence**  
|         |           | Discussion of Readings  
|         |           | Reserve Reading #4  
|         |           | Stern  
| Week 8  | March 4   | RMCLAS Conference in Santa Fe  
|         |           | No formal class meeting  
| Week 9  | March 11  | **Women and Nineteenth Century Reform**  
|         |           | Discussion of Readings  
|         |           | Reserve Reading #5  
|         |           | Hundfeldt  

*Course Syllabus*
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>March 18</td>
<td><strong>NO CLASS – SPRING BREAK</strong></td>
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<tr>
<td><strong>WEEK 10</strong></td>
<td><strong>SEXUALITY AND POVERTY IN SOUTH AMERICA</strong>&lt;br&gt;Discussion of Readings&lt;br&gt;Reserve Reading #6&lt;br&gt;Guy</td>
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<tr>
<td>March 25</td>
<td><strong>SEXUALITY AND POVERTY IN MEXICO</strong></td>
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<td><strong>WEEK 11</strong></td>
<td><strong>SEXUALITY AND POVERTY IN MEXICO</strong></td>
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<td><strong>WEEK 12</strong></td>
<td><strong>THE FEMINIST/POPULIST MOVEMENT IN LATIN AMERICA</strong>&lt;br&gt;Discussion of Readings&lt;br&gt;Reserve Readings #8-9&lt;br&gt;Soto</td>
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<tr>
<td><strong>WEEK 13</strong></td>
<td><strong>WOMEN IN LATIN AMERICAN REVOLUTIONS</strong></td>
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<td><strong>WEEK 14</strong></td>
<td><strong>LATIN AMERICAN WOMEN AND MILITARY REGIMES</strong>&lt;br&gt;Discussion of Readings&lt;br&gt;Reserve Readings #11-12&lt;br&gt;Guzman-Bouvard</td>
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<tr>
<td><strong>WEEK 15</strong></td>
<td><strong>WOMEN, IMMIGRATION, AND GLOBALIZATION</strong></td>
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<tr>
<td><strong>Friday, May 8</strong></td>
<td><strong>FINAL PROJECT DUE BY 5:00</strong></td>
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Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university’s *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university’s policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student’s U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or
withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university’s Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student’s responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.
Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.