



**OMEN IN LATIN AMERICA**  
**ANTH/SOC 3602**  
**Course Syllabus – Spring 2010**



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**Office Hours:** Mon. & Wed., 10:30-11:30, 1:00-2:00  
and by appointment

**Course Objectives:**

This course explores the diversity of women and their roles throughout Latin America. We will examine the historical foundations that have structured women's lives since the colonial period and how conditions for women have changed through time. The course is designed to encourage students to critique traditional conceptualizations about Latin American women and to assess the relationship between culture and the status of women. These aims are met through analysis of women who have been socially and economically marginalized and women who have held positions of power. Reading materials encourage you to contrast and compare the lives and statuses of national leaders, urban women, rural women, market women, women in the work force, women affected by political violence, and women who actively engage in social movements. The course will bring alternative theories to bear on the nature of women's participation in domestic, economic, and political spheres. Through these analyses, we will simultaneously critique the relationship of anthropologists to the women who are the subjects of their research.

**Required Textbooks:**

*Eva Perón: The Myths of a Woman*, J.M. Taylor, 1979, University of Chicago Press.

*Translated Woman: Crossing the Border with Esperanza's Story*, Ruth Behar, 1993, Beacon Press.

*Revolutionizing Motherhood: The Mothers of the Plaza de Mayo*, Marguerite Guzmán Bouvard, 1994, Scholarly Resources, Inc.

*Women & Guerrilla Movements: Nicaragua, El Salvador, Chiapas, Cuba*, Karen Kampwirth, 2002, Penn State Press.

Supplemental readings, as assigned

## **Course Requirements:**

Anth/Soc 3602 is designed as an upper division discussion course. The bulk of the class will require your active participation. Please read the assigned readings *before* coming to class each week and come to class prepared to discuss issues and alternative interpretations of the material. Some background information, theoretical orientations, and contrasting case studies may be provided for each unit, but lecture will be minimized. You will be expected to incorporate background information and theoretical perspectives into your essays (see below).

All students are required to read several **supplemental readings** indicated by a 📖 in the reading list. You will be expected to demonstrate understanding of these articles through class discussion and incorporation of insights into essays (see below).

The course is divided into five units, one for each textbook and one unit on women and work. Each Friday, except where indicated in the syllabus, we will dedicate to group discussion of the texts.

**1)** Each Friday, unless otherwise noted, students will bring a one-page **Query Paper** to class to stimulate discussion. These will be turned in at the end of class. The purpose of the Query Paper is to reflect on the readings assigned in the textbook for that week and write two thought-provoking questions or issues that will generate class discussion. For each of the two questions, provide at least two alternative ways of responding to your question/issue. These should be typed and in outline form (Q #1, point A, point B; Q #2, point A, point B). Please select your issues from different chapters or sections of the assigned text readings. I will grade these on comprehensiveness and understanding of the material. **No late papers accepted and you must attend class to turn in your paper.**

**2)** Students will also view a number of videos to illustrate the diversity of women's roles throughout Latin America. The class day following the video you will turn in a half-page **reflection paper** (2 points each) that identifies 3 key issues presented and your explanation of why they are significant or meaningful. **Videos will NOT be loaned out for missed classes.**

**3)** Students will be given one **take-home essay** that will be turned in on completion of each unit. Essays should be word processed, single-spaced, have 1" margins, with 12 font size (preferably Arial—it's easier to read!) and be approximately 5 pages in length. Essays should be comprehensive and demonstrate your command and knowledge of the assigned texts, including lecture material (this includes power point presentations), any supplementary readings, and student presentations related to the text. These essays are not book reports, but require your critical examination of the issues. They will be graded on your analytic skills and synthesis of the material. See "Writing Essays for Chollett's Classes" on my web site.

**4)** Each student will sign up for and read one supplementary reading article during the semester, indicated by a ⇨ in your reading list. You will **present your article to the class**; power point presentations are encouraged, but other methods to convey information are acceptable. These should be 20-30 minutes in length. Presentations will be graded on comprehensive coverage of the articles, identification of key issues, how well you convey the information to other students, and overall quality. Be creative and make your presentations interesting!



## Courtesy Expectations and Academic Protocols for University Students:

- You are here to excel—make that your priority!
- Accept the course requirements as a *challenge*, rather than a task that must be performed; college scholars are intellectually interested and seek to gain new knowledge about the world around them
- Show respect to both the professor and your classmates
- Value differing points of view
- Turn your cell phones off before class—they are disruptive!
- Arrive at class on time—you not only miss important information, but disturb others
- Avoid chatting with your classmates or passing notes during class—it disturbs those around you and the professor
- Refrain from sleeping, reading or doing work for other classes during class time
- Laptops must be used only for in-class activities

**Class attendance is mandatory; I will deduct 3.5% of the course grade for each unexcused absence; after 5 unexcused absences, you will be dropped from the course. Excused absences must be presented in writing, dated, and signed by a physician/nurse (call-ins to the clinic are not acceptable) or campus authority. ALL assigned work must be completed to pass this course. Students taking the course S/N must complete all assignments and earn 70% of total course points. No incomplete grades will be accepted, except in unusual circumstances and when arrangements are made in advance.**

### Grading scale for the course:

|    |              |
|----|--------------|
| A  | 93-100%      |
| A- | 90-92%       |
| B+ | 87-89%       |
| B  | 83-86%       |
| B- | 80-82%       |
| C+ | 77-79%       |
| C  | 73-76%       |
| C- | 70-72%       |
| D+ | 67-69%       |
| D  | 60-66%       |
| F  | 59 and under |

### Course Grade:

|                                  |            |
|----------------------------------|------------|
| 10 query papers (10 points each) | 100        |
| 5 essays (50 points each)        | 250        |
| 1 class presentation             | 20         |
| 10 video reflections             | 20         |
| Pink Tide debate (TBA)           | 10         |
| <b>Total course points</b>       | <b>400</b> |

This is a discussion class. I reserve the right to lower any student's grade who does not regularly participate in classroom discussions.




## COURSE SCHEDULE – ANTHROPOLOGY / SOCIOLOGY 3602


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**Week 1**  
**Jan. 20-22**

**Introduction:**

Topics: paradigms of machismo and marianismo and other dualisms; women in Latin American history; women's roles in political, economic, and domestic spheres

**Friday:**  Marianismo: The Other Face of Machismo

 Women's Liberation in Latin America: Toward a History of the Present  
No query paper

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**Week 2**  
**Jan. 25-29**

**Eva Perón:** Introduction, Ch. 1-3 (pp. 1-71)

Topics: Women in history; women who achieved national recognition and power (focus on Argentina)

**Friday Query paper #1: please include one paragraph on Week 1 readings & video**

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**Week 3**  
**Feb. 1-5**

**Eva Perón:** Ch. 4-8 (pp. 72-148)

**Wednesday:**  Evita, The Globalization of a National Myth

**Friday:** **Query paper #2**

⇒ Si Evita Vivera

⇒ The Mother of the Nicaraguans: Doña Violeta and the UNO's Gender Agenda

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**Week 4**  
**Feb. 8-12**

**Translated Woman:** Preface (pp. xi-xiv), Introduction & Part One (pp. 1-164)

Topics: Women who are marginalized; relations with husbands and families, women's work in the informal sector; the relationship between anthropologists and women they study (focus on Mexico)

**Monday:** **Essay on Eva Perón due**

**Friday Query paper #3:** please include one paragraph on *Camila*

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**Week 5**  
**Feb. 15-19**

**Translated Woman:** Parts Two-Three (pp. 167-264)

**Friday:** **Query paper #4**

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**Week 6**  
**Feb. 22-26**

**Translated Woman:** Part Four (pp. 267-342)

**Friday:** **Query paper #5**

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 **These articles are required for all students;**

⇒ **Students will sign up for these articles and present them in class (once during the semester)**



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**Week 7**  
**Mar. 1-5**

***Revolutionizing Motherhood:*** Introduction, Ch. 1-3 (pp. 1-91)  
Topics: The central role of motherhood--traditional?  
or revolutionary? Women who challenged repressive governments

**Monday:**           **Essay on Translated Woman due**  
**Friday:**           **Query paper #6**

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**Week 8**  
**Mar. 8-12**

***Revolutionizing Motherhood:*** Ch. 4-6 (pp. 92-173)

**Friday:**           **Query paper #7**

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**Week 9**  
**Mar. 15-19**

***Revolutionizing Motherhood:*** Ch. 7-10 (pp. 174-260)

**SPRING BREAK**

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**Week 10**  
**Mar. 22-26**

***Women Workers & Women in the Economy: Overview***

Topic: Over the next three weeks we will examine women's labor in Latin America. This unit involves non-text studies and readings. We begin with an overview and case study based on Professor Chollett's research on women's agricultural labor in Mexico. The next two weeks will focus on student presentations on the informal economy and formal economy.

**Monday:**           **Essay on Revolutionizing Motherhood due**  
                  ⇒       Economic Restructuring and Gender Subordination  
                  ⇒       Caribbean Transnationalism As a Gendered Process  
                          **No Query Paper**

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**Week 11**  
**Mar. 29-Apr. 2**

***Topic: Women Workers & Women in the Economy—Informal Economy***

**Friday:**           **No Query Paper**

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**Week 12**  
**Apr. 5-9**

**Topic: Women Workers & Women in the Economy—Formal Economy**

- Monday:**   ⇒ Approaches to Understanding the Position of Women Workers in the Informal Sector  
                  ⇒ The Myth of Being “Like a Daughter”  
                  ⇒ Outside of social movements: Dilemmas of indigenous handicrafts vendors in Guatemala (Little 2004)
- Wednesday:** ⇒ Transferring Risks, Microproduction, and Subcontracting in the Footwear and Garment Industries of Lima, Peru  
                  ⇒ After the Revolution: Neoliberal Policy and Gender in Nicaragua  
                  ⇒ Tales Told Out on the Borderlands: Doña María’s Story, Oral History, and Issues of Gender
- Friday:**     ⇒ The Loneliness of Working Class Feminism: Women in the “Male World” of Labor Unions, Guatemala City, 1970s  
                  ⇒ Casa Amiga: Feminist Community Building in Ciudad Juárez as an Alternative to the Structural Violence of Globalization  
                  ⇒ Bringing Fantasies to Life: Panoptimex  
**No Query Paper**
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**Week 13**  
**Apr. 12-16**

**Women & Guerrilla Movements:** Into, Ch. 1 (pp. 1-43)

Topics: Gender and politics; women's participation in political organizations and revolutionary movements; urban and rural social movements; feminism (focus on Nicaragua, El Salvador, Chiapas, Cuba)

**Monday:**           **Essay on Women and Work due**

**Friday:**           **Query paper #8**

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**Week 14**  
**Apr. 19-23**




**Women & Guerrilla Movements:** Ch. 2 (pp. 45-81)

**Friday:** **Query paper #9**

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**Week 15**  
**Apr. 26-30**

**Women Guerrilla Movements:** Ch. 3-4 (pp. 83-136)

- Monday:**            Chiapas: Considerations from our Feminist Point of View  
                   Indigenous Autonomy in Chiapas: The Women are Missing  
                   Between War and Peace  
                  ⇒ **Hacia la Autonomía: Zapatista Women Developing a New World**
- Friday:**           **Query paper #10**
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**Week 16**

**The Pink Tide**

**May 3-7**

Topic: Latin American feminists and the Left. We will debate opportunities opened up and limitations posed by New Left regimes to Latin American feminists.

**Monday:**



**Essay on Women & Guerrilla Movements due**

**Read all 6 online articles on The Pink Tide**

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- ✦ See my web page at <http://www.mrs.umn.edu/academic/anthropology/> for links and relevant background information for this course
- ✦ The LAAS (Latin American Area Studies) web site at <http://www.mrs.umn.edu/academic/laas/index.shtml> has a variety of useful information for students interested in Latin America.
- ✦ Please see me if you are interested in an LAAS major.

