

**History 280/Women's Studies 280:
Women and Gender in Latin American History
Spring 2009**

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Hamilton 465, 962-6618
Office hours TBA

Hamilton 150
T/Th 3:30-4:45 p.m.

In this course, we'll examine the relationship of gender and power in Latin America: historically specific ways that people have used sex to structure difference, and difference to structure inequality. Gender will be one of several important categories of analysis here. As we go, we will keep track of others—like “Indianness,” or purity of blood—also used to draw distinctions and create hierarchy. We will pay close attention to whose terms these are, and how they represent women's lives. Who has the power to speak of (or for) whom, and what's at stake? When do women speak of, and for, themselves? How do they access the power of writing? And what other kinds of power do they claim?

Our focus this semester will be on the colonial period, and primarily on peoples living under Spanish colonial rule. The course has several goals. One is to locate sites and sources of women's power. (This may happen in surprising places; for example, if we approach the Inquisition, we may get women's recipes for sexual magic.) Another goal is to develop our understanding of power from the inside out, by reading different kinds of narratives, picaresque, mystical, testimonial, and historical.

The heart of our investigations will be the work of women writers, from transvestite warriors to mid-colonial mystics and the famous Mexican nun Sor Juana Inés de la Cruz. Close readings of their texts will be complemented with selected theoretical and historiographical readings and a film. A third goal is to encourage you to be as articulate as possible about what you are reading and thinking—so class features discussion and debate, with two essays (5-7 pages) due during the semester.

Had no previous coursework on Latin American? That's fine; just be prepared to do some outside reading, especially in the early weeks, to gain a context for this semester's discussions. A good place to start is Mark Burkholder and Lyman Johnson's *Colonial Latin America* (Oxford University Press). Please feel free to come by office hours for further suggestions on how to build yourself a working context for the course.

Required Texts (available at UNC Student Store):

Erauso, *Lieutenant Nun*
Burns, *Colonial Habits*
de la Cruz, *Poems, Protest, and a Dream*
Premo, *Children of the Father King*

Requirements: My most basic expectations are that you will (1) do all the assigned reading and writing on time, (2) attend all lectures, and (3) participate constructively in dialogue as we decide collectively what to make of our texts. The reading load will vary from week to week, but *you should budget at least 5-6 hours of weekly preparation* to get the most from this course. Late assignments will be marked down. Remember that this is your course as well as your instructor's—it will only work if you do!

Throughout the semester, to be sure everyone is reading, I will give pop quizzes at the beginning of class. There will also be a map quiz, for which study materials will be posted in advance on Blackboard.

Honor code: All writing assignments and quizzes must bear either the full honor code pledge (“On my honor, I have neither given nor received unauthorized assistance on this examination/assignment”) or the word “Pledge” followed by your name to indicate your adherence to the UNC Honor Code. No grade will be recorded without the pledge. In signing it, you affirm that the work that bears your name is indeed yours. Unauthorized aid includes all forms of plagiarism.

Please contact Dr. Burns if you're in any doubt about what constitutes improper use of another's ideas or words as your own. More information about UNC's Honor Code is available at <http://instrument.unc.edu> and <http://honor.unc.edu>.

Grades: Course grades will be based on your preparation, participation, and exams, approximately as follows:

Map quiz	10%
Attendance and class participation	20%
Pop quizzes	20%
Two 5-7 page essays (25% each)	50%

Engaged participation counts for a lot in this class—and so does improvement during the semester. Please let me know as soon as possible if serious health problems or other emergencies arise. *A pattern of missing class will seriously affect your overall grade.*

Readings: Be sure you come to class & section meetings *having already done the assigned reading*. Class will make much richer sense that way! Below is our reading schedule:

Jan. 13: Introduction to the class; focusing

Jan. 15: Gender: a useful category of historical analysis
For class: read Joan **Scott**'s piece carefully (“Gender: A Useful category...”). Pay particular attention to Part II. Can you think of examples to go with what she's arguing?

- Jan. 20: The wandering womb & other concepts: gender in early modern Europe
For class: read Natalie Zemon **Davis** about “Women on Top.” Come prepared to talk about what early modern Europeans thought about men’s and women’s proper places.
- Jan. 22: American gender thinking
For class: read Irene **Silverblatt**, chapters 1-2. How did Andeans structure their world in terms of gender? How did production relate to reproduction? Who was powerful, and why?
- Jan. 27: 1492: who, why....?
For class: read **Columbus**, excerpts. A crash course in pre-Columbian/Columbian Studies: worlds collide.
- Jan. 29: Conquest
For class: read **Burns**, chapters 1. How was the Iberians’ invasion and subjugation of the Incas different in its impact for women and men (Andean, Spanish)? Whom did it empower, disempower?
- Feb. 3: Colonial power grids
For class: read **Burns**, chapter 2. Same issues, questions are relevant, regarding the impact of conquest; how did gender relations change?
- Feb. 5: The nun who got away: Erauso’s story [**map exam** at start of class]
For class: read **Erauso**. What enabled Erauso to pass successfully as a man in the “New World”?
- Feb. 10: Convents and political economy
For class: read **Burns**, Chapters 4-5. Would you say convents were a site of female power? Why or why not?
- Feb. 12: Library day—no class (Prof. Burns out of town)
- Feb. 17: Sor Juana Inés de la Cruz
For class: read **Sor Juana**, introduction, 3-75, and selected poems. What is Sor Juana’s relationship to writing and its powers?
- Feb. 19: Sor Juana, continued
First paper due in class (5-6 pp., typed, double-spaced). We will finish screening “Yo, la Peor de Todas” [“I, the Worst of All”]
- Feb. 24: Women’s work
For class: read **Gauderman** on women’s work in colonial Quito, pages t.b.a.

- Feb. 26: Plebeian women at work, continued
For class: read **Mangan** on women's work in colonial Potosí, pages t.b.a. What was dishonorable for some was commonplace, even profitable, activity for others: why?
- March 3: To be a slave in colonial Latin America
For class: read **Villa-Flores**, "Talking Through the Chest," in *Colonial Latin American Review* 14:2 (December 2005), pp. 299-321, and **Townsend CLAR** article
- March 5: Witchcraft, gender & power
For class: read **Behar**, on witchcraft. What was so threatening about those perceived as witches?
- March 6-16 *Spring break*
- March 17: Children, patriachs, & household authority: growing up in colonial Lima
For class: read **Premo**, introduction and chapter 1 (pp. 1-42).
- March 19: Laws & deeds
For class: read **Premo**, chapter 2 (pp. 43-77).
- March 24: Institutionalizing the child
For class: read **Premo**, chapters 3-4 (pp. 79-136).
- March 26: Enlightened reform
For class: read **Premo**, chapter 5 (pp. 137-178).
- March 31: "New politics of the child"
For class: read **Premo**, chapter 6 (pp. 179-210).
- April 2: Slave children
For class: read **Premo**, chapter 7 and conclusions (pp. 211-256).
- April 7: Late colonial dynamics
For class: read **Burns**, chapters 6-7. During the "siglo de las luces," the eighteenth century, convents began a long historical decline. What old assumptions were changing, with what effects for women?
- April 9: Independence: for whom? Patriarchy confounded or confirmed?
For class: Read **Earle**, "Rape and the Anxious Republic." How did the coming of independence in much of Latin America in the early 1800s affect gender roles?

- April 14: Gender & power in contemporary Latin America: a modern coda
For class: read **De la Cadena**, “Women Are More Indian,” and excerpts from **Menchú**, “I, Rigoberta Menchú.”
- April 16: Latin American women’s activism
We will screen a documentary, “In Women’s Hands,” about women’s activism in Chile before and after the September 11, 1973 military coup in which Gen. Augusto Pinochet overthrew Pres. Salvador Allende
- April 21: Gender & political power
For class: read excerpts from **Da Silva**, on an Afro-Brazilian woman’s life & political career in Rio de Janeiro
- April 23: Wrap-up and final considerations
Second paper due in class (5-7 pages, typed, double-spaced).