

LAH 3931 (Section 023F)/IDH 3931 (Section 02HF)/LAH 5934 (Section 26EH)

GENDER & SEXUALITY IN LATIN AMERICA

Introduction:

Sexuality, like gender, is both intensely individualistic and intimate. Still, no individual expression or understanding of either is ever genuinely free of the framework of "honor" (code of cultural valorization) or power structure that surrounds us. Honor forms the fabric of daily life in different socio-political systems of power that reward conformity in both symbolic and material ways. This course defines gender as a central, fundamental way of signifying relations of power and ascribing not just meaning, but value and importance to sexual difference and ways of being. Similarly, this course defines sexuality as an active, rather than passive, means of expressing identity, creating an individual's place in social units like the family and connecting to imagined concepts of community such as empire and nation.

This seminar assumes that neither gender nor sexuality is a palpable reality but an individually and collectively invented idea that we constantly construct in our daily lives and interactions. The same can be said of the nation. A nation can be understood as the process by which different groups of people, often with conflicting interests and radically different goals, imagine a sense of belonging to a larger "whole" and then, proceed to develop criteria for limiting, policing and admitting new members to that whole.

Without understanding how pre-colonial and colonial gender identities developed in relationship to racial hierarchies and empire, we cannot understand what changed with Latin American independence or the legacies of change in the contemporary period. Consequently, this course looks carefully at the honorific cultures of the colonial period as well as the role of gender in political struggles that such factors as Spanish Catholicism, monasticism, African and indigenous resistance generated. We then turn to the Nineteenth Century's transition to nationhood and discover how new ideologies such as Liberalism, modernity, and progress effected contradictory forms of liberation for women and men, especially in terms of class. We will analyze how Latin American officials, intellectuals and elites often considered issues of "morality" (i.e. gender roles and sexual norms) crucial to the success or failure of their efforts to build a nation. Policies that attempted to stop political and social change were often promoted as a means for "saving the nation." In part, such attitudes derived from the fact that until about the first half of the Twentieth Century, most Latin American authorities wanted to create "modern nations" along lines set by former and continuing imperial powers, that is, Europe and the United States, despite the fact that their economies and comparatively homogeneous populations were nothing alike. Finally, we will study how neo-liberal forms of capitalism and the rise of U.S.-supported military dictatorships during Cold War made violence a central part of everyday life in Latin America from the 1960s to the 1990s. Considering how violence can take the form of poverty, state terror and homophobia, we will ask how much racialized systems of patriarchy have evolved from colonial times.

Topics in the Course:

Colonial Period

resistance and transformation of gender identities among colonial peoples and colonizers

- the internal imperial logic of racialized patriarchy in Spanish Peru & Mexico
- the worldview of Catholic mystics; cross-dressing nuns and views of lesbianism

Nineteenth-Century & Early Twentieth-Century Transitions

- how Enlightenment concepts of citizenship and individual rights increased freedom of most men while limiting the power of women in the case of Peru
- relationship between modernity as an ideology and policies of "social hygiene" through the lens of a Puerto Rican liberal's novel
- anti-prostitution campaigns in post-revolutionary Mexico
- *indigenismo* and Peruvian intellectuals' campaign of racial uplift

Mid- to Late-Twentieth Century Gender & Class Struggles

- comparative homosexualities and political cultures of Brazil and Cuba
- gendered dimensions of poverty and the violence of everyday life under the new multinational capitalist regime
- politics of state terror and militarized patriarchy during the Dirty War in Argentina

Approach of the course:

This course focuses on the experience of Latin American majorities, that is, the very groups of people whom modernizing elites have often seen as problematic members of their nations and whom they have most wanted to "fix". These include not only people of African, indigenous or mixed descent, but specifically prostitutes, the urban poor, single women, workers, social activists and homosexuals.

In the course of our study, race will inevitably become a critical part of how we understand the workings of gender, sex and sexuality. Indeed, the "morality" of these groups was often called into question on racial terms, that is, white prostitutes were seen as having been "blackened" by their "dishonor". Black women were often seen as "potential" prostitutes because their "nature" was inherently dishonorable, regardless of what they did for a living, their marital status or proximity to cultural forms ascribed to whites. Yet, even as we study the experience of Latin American majorities, we will often do so through the testimonies and oral histories of individuals, making our discussions both deductive and dynamic as we work to link smaller realities to our own historical views of the "big picture."

Evaluation of student performance:

Discussion & Oral Presentation 40%; Short Essays 25%; Final Research Paper 35%.

Part I: Reading and Discussion Participation (40%)

DISCUSSION: This is primarily a reading and research seminar. That means our primary activity will be reading and analysis (both written and oral) of the reading that we do. The goal will be to discover new methods for interpreting history and new views of how history "works" as dialectical process between past and present. **Attendance at every class meeting is mandatory. Coming to class, doing the reading and having something relevant to say in class discussion will earn a grade of C, or average. Earning a higher participation grade requires the following:**

- intellectual engagement of the material and others' comments
- analytical creativity
- willingness to listen and learn from others to reformulate or expand one's own thoughts
- the desire to take risks in questioning or criticizing the research methods and arguments of the authors in order to develop your own approach

Doing all of your thinking "aloud" in formal discussion is not the goal. A student's ability to do well in the course will not only depend on doing the reading, but on being able to demonstrate

that she has prepared for discussion by thinking through the concepts and arguments presented in the reading on her own, before class. Nor is the goal to present only your ideas in the class to show that you have done the work and have organized your own interpretation. **The goal is to create a community of thinkers—one that doesn't necessarily achieve consensus, but that learns from exchanging and revising one another's views.** Students should expect that when they leave the class, they will have gained a new way of thinking about the material and learned from the process of debate in which they participated.

FILMS: This class assigns two films, each to be viewed in advance of the class discussion to which it corresponds. We will discuss the films in conjunction with the reading. Both films are on reserve at the Film Study Center and should be viewed individually.

ORAL PRESENTATION: Rather than ask students to summarize or provide an analysis of the readings, this class requires that **each student sign up to write the discussion questions for a particular week of class readings by [DATE].** **Presenters are required to bring hard copies of their questions for distribution at the beginning of class time.**

Part II: Short Analytical Essays (25%)

Students must submit one film analysis (of the movie "I, the Worst of All") of 2-3 pages in length due Thursday, September 14th **and two short analytical essays** of 4-6 pages in length. These papers must engage and analyze readings drawn from Unit 2, Unit 3 or Unit 4 of the class.

Due dates are as follows:

- ***Friday, 9/22 by 4 PM. ALL students must write this paper.***
- ***Students may then choose to write their second papers for submission on either of the following dates: Friday, 10/27 by 4 PM OR Monday, 11/27 by 4 PM.***

All papers must be double-spaced and typed in 12-point font; only hard copies will be accepted. Topics for the papers must derive from the readings discussed until that point in the semester.

• *Each essay must engage at least two or more assigned readings.* Although students may adopt a personal voice in writing these essays, they must be analytical and have a clearly identifiable thesis statement and cohesive argument that draws on evidence in two or more sets of weekly assigned readings. Footnotes or parenthetical citations are equally acceptable.

• *The purpose of these essays is to help students refine their analytical writing skills and learn to use the evidence presented in secondary and primary sources to advance their own perspective of a historical process or problem, rather than simply reproduce those of their texts.* Students are encouraged to criticize the authors' approach, use of evidence or argument; they are also encouraged to use the authors' evidence to make their own, entirely independent case.

Part IV: Final Research Paper(35%)

A fundamental goal of this course will the presentation of a formal paper that investigates a gendered aspect of history during a particular a period of history in a specific Latin American country. It is strongly recommended that students select topics that emerge out of the assigned readings themselves—this way, even if a student has never taken a course on Latin American history before, s/he will not be "lost" and forced to start from scratch, working on a country or a phenomenon we have not discussed and studied in depth. It is also strongly recommended that students choose topics that are sharply focused, well documented and not

wildly ambitious: remember, this is practice for a senior essay, not the real thing.

· ***Papers must be 15-25 pages in length, double-spaced and typed in 12-point font. Proper citation according to the footnote method is required for these papers; points will be deducted for improper methods of citation. Papers longer than the ascribed length and written in a different font or spacing will not be accepted.***

· ***A topic and working bibliography of the research paper are due 10/19. Final proposals that include a paragraph or more description of the argument and bibliography are due 11/09 in class.***

· ***Students will also make a 5- to 10-minute presentation to their peers of their projects that should include a Power Point. Our seminar meetings on 11/28 and 11/30 are set aside for this activity. Students must also schedule an appointment to discuss their paper topics and methods with Prof. Guerra. Tuesday, 11/21 from our class time 12:40 through 4:40 PM is reserved for office consultations. Appointments will be made in advance.***

COURSE MATERIALS: Readings for this course are drawn from on-line library sources whenever possible. Prof. Guerra will also provide scanned versions of readings and provide them through a shared folder on Dropbox (no Dropbox account is necessary); instructions for how to access materials through the shared folder will be given in class.

There are six books required for this class. *Purchase of these books is strongly recommended* as you must be able to bring a digital or hard-copy version to class for discussion. It is not possible to have seminar—a course that includes no lecturing and is based on discussion of readings—without the readings. Required books are:

1. Catalina de Erauso, Michele Stepto and Gabri Stepto The Lieutenant-Nun: Memoir of a Basque Transvestite in the New World (Beacon Press, 1997).
2. Manuel Zeno-Gandía, The Pond (Markus Weiner Publishers, 1999).
3. Katherine Elaine Bliss, Compromised Positions: Prostitution, Public Health and Gender Politics in Revolutionary Mexico City (Pennsylvania State University, 2001).
4. James Green, Beyond Carnival: Male Homosexuality in 20th-Century Brazil (University of Chicago Press, 1999).
5. Diana Taylor, Disappearing Acts: Spectacles of Gender and Nationalism in Argentina's "Dirty War" (Duke University Press, 1997).
6. Reinaldo Arenas, Before Night Falls: A Memoir (Penguin, 1994).

Course Schedule & Readings for Seminar Discussion

Unit One. Gender, Sexuality & Identity in the Present and the Past

Tu 8/22 11:45-1:40 Part I: An Introduction: Honorific Cultures in Colonial, Modern & Contemporary Latin America. ***Part II:*** Goals, Materials & Methods of the Course.

Th 8/24 12:50-1:40 *How do we know we're not "making it up"?* Categories of Analysis & Other Crucibles of Conversing with the Past

Reading for Discussion: 1. Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Analysis?" *Journal of Women's History* 18, no. 1 (2006): pp. 11-21. [article may be downloaded from journal databases on UF library website]

2. Pete Sigal, "Latin America and the Challenge of Globalizing the History of Sexuality," *American Historical Review* 114, no. 5 (December 2009): pp. 1340-1353. [article may be downloaded from journal databases on UF library website]

**Unit Two. Witches, Saints, Nuns, Priests, Deviants and Dissidents:
Determining Gender, Controlling Sexuality in the Spanish Colonial Era**

Tu 8/29 11:45-1:40 Getting Away with Murder: The Case of the Cross-dressing Conquistador
Reading for discussion: Catalina de Erauso, Michele Stepto and Gabri Stepto The Lieutenant-Nun: Memoir of a Basque Transvestite in the New World (Beacon Press, 1997). [book available for purchase; also on library reserve.]

Th 8/31 12:50-1:40 Church & State Approaches to Female Power in Colonial Mexico
Reading for discussion: 1. Asunción Lavrin, "Introduction: The Scenario, the Actors, and the Issues" in *Sexuality and Marriage in Colonial Latin America*, ed. Asunción Lavrin (Lincoln: University of Nebraska Press, 1989). [scanned and available through our class shared folder on Dropbox]
2. Ruth Behar, "Sexual Witchcraft, Colonialism and Women's Powers: Views from the Mexican Inquisition" in *Sexuality and Marriage in Colonial Latin America*, ed. Asunción Lavrin (Lincoln: University of Nebraska Press, 1989), 178-208. [scanned and available through our class shared folder on Dropbox]

Tu 9/5 and Th 9/7 No class meetings.

Note: Prof. Guerra will be in Cuba with the Dean of Libraries. You are required to watch the following film on your own and submit a 2-3 page reaction paper to the film. The readings assigned thus far should inform your discussion of the film You may cite them, as needed. We will integrate your thoughts on the film to our reading on nuns next week! The paper is due in class on Thursday, 9/14.

Film for individual analysis: "I, the Worst of All" (Argentina/Mexico: First Run Features, 2003, 2015). [available for streaming through UF library website; dvd also on library reserves]

Tu 9/12 11:45-1:40 Exploring the Inner Life of a Black Mystic in Colonial Peru
Reading for discussion: Nancy E. Van Deusen, ed. The Souls of Purgatory: The Spiritual Diary of a Seventeenth-Century Afro-Peruvian Mystic, Ursula de Jesús (University of New Mexico Press, 2004), pp. 1-77 [scanned and available through our class shared folder on Dropbox]

Th 9/14 12:50-1:40 Sor Juana Inés de la Cruz & the "Confessional Imperative" for Women
Reading for discussion: 1. Asunción Lavrín, "Sexuality in Colonial Mexico: A Church Dilemma," in *Sexuality & Marriage in Colonial Latin America* (University of Nebraska Press, 1989), pp. 47-95 [scanned and available through our class shared folder on Dropbox]

2. Primary sources "Santa Rosa of Lima According to a Pious Accountant (1617)" and "Sor Juan Inés de la Cruz's Letter to Sor Filotea," in *Colonial Spanish America*, edited by Kenneth Mills and William B. Taylor (Scholarly Resources, 1998), pp. 194-211 [scanned and available through our class shared folder on Dropbox]

Tu 9/19 11:45-1:40 Patriarchy, Male Homosexuality & the Perils of Paternalism in Colonial Spanish America
Reading for discussion: 1. Cristian Berco, "Producing Patriarchy: Male Sodomy and Gender in Early Modern Spain," *Journal of the History of Sexuality* 17: No. 3 (September 2008), 351-376. [article may be downloaded from journal databases on UF library website]

2. Pete Sigal, "Gender, Male Homosexuality and Power in Colonial Yucatán," *Latin American Perspectives*, Vol. 29: 2 (March 2002), 24-40. [article may be downloaded from journal databases on UF library website]
3. Inga Clendinnen, "Disciplining the Indians: Franciscan Ideology and Missionary Violence in Sixteenth-Century Yucatán," *Past & Present* 94 (February 1982), 27-48. [article may be downloaded from journal databases on UF library website]

Th 9/21 12:50-1:40 What's Love Got to Do With It?

Reading for discussion: Rebecca Earle, "Letters and Love in Colonial Spanish America," *The Americas* 62: 1 (July 2005), 17-46. [article may be downloaded from journal databases on UF library website]
****FIRST ANALYTICAL PAPER DUE BY FRIDAY, 9/22 AT 4:00 PM.** Due date not optional.

Unit Three. Freedom without Liberation: Latin American Independence, Liberals, Conservatives & the State

Tu 9/26 11:45-1:40 Engendering Citizens through an Honorable Nation & Secular State

Reading for discussion: 1. Sueann Caulfield, Sarah C. Chambers & Lara Putnam, eds. Honor, Status and Law in Modern Latin America (Durham: Duke University Press, 2005), Introduction & Ch. 1, pp. 1-49. [scanned and available through our class shared folder on Dropbox]
2. Rebecca Earle, "Rape and the Anxious Republic: Revolutionary Colombia, 1810-1830" in *Hidden Histories of Gender and the State in Latin America*, ed. by Elizabeth Dore and Maxime Molyneux (Durham: Duke University Press, 2000), 127-146. [scanned and available through our class shared folder on Dropbox]

Th 9/28 12:50-1:40 Social Hygiene, Political Progress & Other Myths of Modernity

Reading for discussion: Pablo Piccato, "El Paso de Venus por el disco del sol": Criminality and Alcoholism in the Late Porfiriato," *Mexican Studies/Estudios Mexicanos* 11: 2 (Summer 1995), 203-241. [article may be downloaded from journal databases on UF library website]

Tu 10/03 11:45-1:40 Late 19th-Century Liberals, Progress as a Moral Problem & the Neglectful Father-State

Reading for discussion: Manuel Zeno-Gandía, The Pond (Markus Weiner Publishers, 1999). [book available for purchase; also on library reserve.]

Unit Four. Twentieth-Century Revolutions & their Discontents: Science, Class, "Decency" & the Enduring Power of the Macho

Th 10/05 12:50-1:40 Modernity, Nationhood, Sex & Women's Bodies in Mexico, Part 1

Reading for discussion: Katherine Elaine Bliss, Compromised Positions: Prostitution, Public Health and Gender Politics in Revolutionary Mexico City (Pennsylvania State University, 2001), pp. 1-94. [book available for purchase; also on library reserve.]

Tu 10/10 11:45-1:40 Modernity, Nationhood, Sex & Women's Bodies in Mexico, Part 2

Reading for discussion: Bliss, Compromised Positions, pp. 95-153; 189-216.

Th 10/12 12:50-1:40 Homosexuality, Politics of Pleasure & Myths of the Hyper-Male, Part 1

Reading for discussion: James Green, Beyond Carnival: Male Homosexuality in 20th-Century Brazil (University of Chicago Press, 1999), pp. 17-107. [book available for purchase; also on library reserve.]

Tu 10/17 11:45-1:40 Homosexuality, Politics of Pleasure & Myths of the Hyper-Male, Part 2

Reading for discussion: Green, Beyond Carnival, pp. 108-241.

Th 10/19 12:50-1:40 Cold War Conservatives in Brazil: Sex and the Counterrevolution

Reading for discussion: Victoria Langland, "Birth Control Pills and Molotov Cocktails: Reading Sex and Revolution in 1968 Brazil," in In from the Cold: Latin America's Encounter with the Cold War, edited by Gilbert M. Joseph and Daniela Spenser (Durham: Duke University Press, 2008), 308-349. [scanned and available through our class shared folder on Dropbox]

TOPICS & PRELIMINARY BIBLIOGRAPHY FOR RESEARCH PAPERS DUE IN CLASS.

Tu 10/24 11:45-1:40 Cold War Conservatives...in Cuba? Sex and the Revolution

Reading for discussion: 1. Lillian Guerra, "Gender Policing, Homosexuality and the New Patriarchy of the Cuban Revolution, 1965-1970," *Social History* 35: 3 (2010), 268-289. [article may be downloaded from journal databases on UF library website]

2. Rachel Hynson, "'Count, Capture and Reeducate': The Campaign to Rehabilitate Cuba's Female Sex Workers, 1959-1965," *Journal of the History of Sexuality* 24: 1 (January 2015), 125-153. [article may be downloaded from journal databases on UF library website]

Th 10/26 12:50-1:40 IN-CLASS RESEARCH WORKSHOP & METHODS REVIEW.

****SECOND ANALYTICAL PAPER DUE BY FRIDAY, 10/27 AT 4:00 PM.** Note that there is one more option for delivery of a second analytical paper after the Thanksgiving holiday. This due date, however, is highly recommended.

Tu 10/31 11:45-1:40 Radicalizing Gender: Protesting the Dirty War in Argentina, Part 1

Reading for discussion: Diana Taylor, Disappearing Acts: Spectacles of Gender and Nationalism in Argentina's "Dirty War" (Duke University Press, 1997), pp. 1-90. [book available for purchase; also on library reserve.]

Watch film "Kiss of the Spider Woman" for discussion this Thursday.

Th 11/02 12:50-1:40 Discussion of film "Kiss of the Spider Woman" (USA, 1985). [dvd on 2-hour library reserve]

Tu 11/07 11:45-1:40 Radicalizing Gender: Protesting the Dirty War in Argentina, Part 2

Reading for discussion: Taylor, Disappearing Acts, pp. 119-220.

Watch film "Strawberry and Chocolate/Fresa y Chocolate" for discussion this Thursday.

Th 11/09 12:50-1:40 Discussion of "Strawberry and Chocolate/Fresa y Chocolate" (Cuba, 1994). [dvd on 2-hour library reserve]

FINAL RESEARCH PROPOSAL (ARGUMENT/THESIS & BIBLIOGRAPHY) DUE IN CLASS.

Tu 11/14 11:45-1:40 Motherhood at the Margins & the Hidden History of "Development", Part 1

Reading for discussion: Nancy Scheper-Hughes, Death without Weeping: The Violence of Everyday Life in Brazil (University of California Press, 1992), pp. 1-30; 98-167; 216-268. [scanned and available through our class shared folder on Dropbox]

Th 11/16 12:50-4:40 STUDENT-PROFESSOR CONSULTATIONS FOR FINAL PAPERS.

Tu 11/21 12:50-1:40 *Sexuality as Political Dissidence: The Power of Parody in Memoir & History*

Reinaldo Arenas, Before Night Falls: A Memoir (Penguin, 1994). [book available for purchase; also on library reserve.]

Th 11/23- Thanksgiving. No class.

****SECOND ANALYTICAL PAPER DUE BY MONDAY, 11/27 AT 4:00 PM.** This is the final option for delivery the second paper.

Tu 11/28 11:45-1:40 STUDENT PRESENTATIONS

Th 11/30 12:50-1:40 STUDENT PRESENTATIONS

Prof. Lillian Guerra
Tu 11:45-1:40 & Th 12:50-1:40

Flint 113
Office Hours: Thursdays, 2-4 PM

Tu 12/05 11:45-1:40 Workshop on Gender & Sexuality: Conclusions, Agendas and Lessons of the Course

Tu 12/12 FINAL RESEARCH PAPERS DUE TO PROF. GUERRA IN HARD COPY. Please deliver to Prof. Guerra in hard copy, Grinter 307, or to the front desk of the Center for Latin American studies, 3rd floor Grinter Hall.