

Women in Colonial Latin America (HILA 161/261)
TH 1:00–3:50 /Spring 2013
HSS 3086

Instructor: Dr. Dana Velasco Murillo
Office hours: Tuesdays 12:30-1:30 and Thursdays 9:45-10:45
Office: HSS 6071
Phone: 858-822-3575
E-mail: dvmurillo@ucsd.edu (*Please use sparingly*)

Course Overview:

While conquistadores, officials, priests, and miners dominated the historical narrative of colonial Latin American scholarship, recent studies reveal the prominent roles of women as settlers, laborers, heads of household, and partners in the Americas. This seminar course highlights the presence and activities of women in early Latin America beginning with the period just before the Iberian conquests through the early national period (c. 1830). It focuses on a thematic discussion of women in colonial society, investigating the roles, behaviors, and attitudes of indigenous, African, Spanish, and racially diverse women in relation to pertinent social institutions. The purpose of this course is to focus on questions that illustrate the changing nature of women's roles, positions, and legal status in colonial society. What were the opportunities women could pursue and experience according to their age, civil status, ethnicity, and class? What influenced their perceptions of their roles in society? Did women challenge or conform to the traditional capacities and responsibilities prescribed to them? By the end of the course we will have a greater understanding of how women of all ethnicities and socioeconomic levels shaped colonial society. In addition, we will attempt to make connections between the colonial legacy and the situation of contemporary Latin American women.

Required Texts and Readings:

1. Silvia Marina Arrom. *The Women of Mexico City* (Stanford University Press, 1985)
2. Juliana Barr. *Peace Came in the Form of a Woman* (University of North Carolina Press, 2007)
3. Kathryn Burns. *Colonial Habits: Convents and the Spiritual Economy of Cuzco* (Duke University Press 1999)
- 4 Kathleen Higgins. *Licentious Liberty in a Brazilian Gold-Mining Region* (Pennsylvania State University Press, 1999)
5. Jane Mangan. *Gender, Ethnicity, and the Urban Economy* (Duke University Press 2005)
6. Sarah E. Owens and Jane E. Mangan. *Women of the Iberian Atlantic* (Louisiana State University Press, 2012)
7. Susan Schroeder, Stephanie Wood, Robert Haskett. *Indian Women of Early Mexico* (University of Oklahoma Press, 1999)
8. Journal articles listed on course overview (available through TED or UCSD Library)

Recommended and on reserve:

1. Susan Kellogg. *Weaving the Past: A History of Latin America's Indigenous Women* (Oxford University Press, 2005)
2. Asuncion Lavrin. *Sexuality and Marriage in Colonial Latin America* (University of Nebraska Press, 1992)
3. Karen Powers. *Women in the Crucible of Conquest* (University of New Mexico Press, 2005)
4. Susan Socolow. *The Women of Colonial Latin America* (Cambridge University Press, 2000)

Course Requirements:

Attendance and discussions	10 points
Five annotated bibliographic entries	20 points
Two book reviews	20 points
Final essay on topic of choice	50 points

(including presentation, proposal, and bibliography; paper length—undergraduates (15 pages); graduate students (20 pages))

Class Schedule and Reading Assignments: (Readings should be completed by the indicated date)

Week	Date	Topic and Readings
1	(4/4)	NO CLASS; Please watch Camila @ http://www.youtube.com/watch?v=qrCJ851yPc4 (or google Camila 1984 English and choose the third link: Camilia (198) FULL-YouTube)
2	(4/11)	Introduction to Course Themes; the Iberian and Pre-Columbian Legacies Readings: “In the Hands of Women,” Perry (TED) Excerpts from the <i>Florentine Codex</i> (TED) “The History of Gender” Caulfield (TED)
3	(4/18)	Indian Women Readings: <i>Indian Women of Early Mexico</i> Annotated bibliographic entry due
4	(4/25)	Postconquest Change and Continuity Readings: <i>Women of the Iberian Atlantic</i> Book review due
5	(5/2)	Slavery Readings: <i>Licentious Liberty</i> Book Review or annotated entry due Research Proposal due
6	(5/9)	Frontiers, Mines, and Missions Readings: <i>Peace Came in the Form of a Woman</i> Book Review or annotated entry due
7	(5/16)	Marriage, Family, and the Convent Readings: <i>Colonial Habits</i> Book Review or annotated entry due Research Bibliography due
8	(5/23)	To Work and Market Readings: <i>Trading Roles</i> Book Review or annotated entry due
9	(5/30)	Women in the Late Colonial Period Readings: <i>The Women of Mexico City</i> Book Review or annotated entry due
10	(6/6)	Conclusions and Presentations

Readings: Individual assignments

6/12 **Final Paper due @ my office by 5:00 p.m.**

Assignments:

Attendance and discussion. Seminars depend on lively discussions based on readings and individual projects. Attendance is mandatory.

Book Reviews. Each student is required to write a two-page book review (longer reviews will not be accepted) of **two** of the assigned books. **One of these reviews must be on *Iberian Women*. You can not create a book review and annotated bibliographic entry for the same book.** A book review is a critical summary of a work that analyzes the book's content, arguments, methodology, and contribution. We will go over several book reviews in class in order to become familiar with this particular type of scholarly writing.

Annotated Entries. Each student will produce an annotated bibliographic entry of five of the assigned books. **One of these entries must be on *Indian Women*, but you can choose the other four. You can not create a book review and annotated bibliographic entry for the same book.** Annotated bibliographies highlight the key points of a book and should include a complete citation of the work, the author's main argument, the sources used in the work, and (when possible) a sentence or two on how the main findings contribute to your project. Entries should not exceed 150 words (please include word count).

Sample Entry:

Deeds, Susan. *Defiance and Deference in Mexico's Colonial North: Indians Under Spanish Rule in Nueva Vizcaya* (Austin: University of Texas Press, 2003). (word count 144)

Deeds utilizes a wide range of archival sources, including criminal and viceregal records, to explain how five indigenous groups in northern Mexico responded to colonial rule. Deeds argues that the indigenous peoples of the north faced many of the same pressures as those in the center and in the south—diseases, imposition of Spanish practices, destruction of native land by Spanish agricultural practices, forced labor drafts, and interactions with different ethnic groups—along with the additional burden of fending off Spanish efforts to enslave them or resettle them in missions. Ethnic groups that survived the colonial period, Deeds argues, were those that withdrew from Spanish influence and adapted to certain elements of colonial rule. Along with offering insight into the impact of colonial rule on northern indigenous groups, this work illustrates how to create a social history for groups that left few written records.

Class Presentation. Each student will present the key findings of their research assignment to the class. Presentations should be around five minutes and will be followed by five minutes for questions. What do we want to know? Tell us about your topic, your argument, and your sources, and how your findings challenge or expand on the current literature on the subject.

Guidelines for Research Essay

Due Date: June 12, 2013

Assignment:

You are required to produce an analytical research paper on a topic involving women in colonial Latin America. Papers should be approximately fifteen pages in length for undergraduates and twenty pages in length for graduate students. On week five you will submit a one-page research proposal outlining your topic and the main points of your paper. On week seven you will submit a research bibliography of relevant sources. You must discuss your proposed topic and sources with me during office hours (not by email). The paper should include an argument, a synthesis of both traditional and current scholarly literature, and several subsections supporting your argument. You should also discuss how your findings challenge or expand on the current literature on the subject. Papers should be well organized and clearly written. You do not need a title page or a bibliography, but you must use footnotes with complete citations. Content should be primarily analytical rather than descriptive. You can use websites to search for sources, but websites do not count as secondary sources.

Format and Submission:

Papers must be typed and double-spaced. Use standard margins and size 12 font Times New Roman. Only hard copies of papers will be accepted. Every student also must submit their paper to “turnitin” on TED. Papers must be turned in by the due date. I will deduct five points for every day a paper is late. *You will receive a zero for any plagiarized assignments.*

Style and Mechanics:

Proper spelling, punctuation, and grammatical correctness are expected and count towards your grade. Please follow the guidelines of the *Chicago Manual of Style* in regards to issues such as citations and style. Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*, and William Jr. Strunk’s *The Elements of Style* (New York, 1999) are also useful references for this course and others.

Citations:

References must be cited in footnote form according to the *Chicago Manual of Style* (see a few examples below). You can find this book in the library and an abridged version is available at <http://www.chicagomanualofstyle.org/home.html>. Footnotes should be single-spaced.

Books:

Richard H. Collin, *Theodore Roosevelt’s Caribbean: the Panama Canal, the Monroe Doctrine, and the Latin American Context* (Baton Rouge, LA, 1990), 126-45.

Articles:

Stephan Frenkel, “Jungle Stories: North American Representations of Tropical Panama,” *Geographical Review*, 86.3 (1996): 336-73.

Instructor’s Policies:

Plagiarism and academic honesty:

Please review university policy on plagiarism and academic honesty. You will receive a zero for any plagiarized assignment. Academic writing can be overwhelming. I am here to assist you. Please speak with me or another university representative about your options.

Incompletes and Extensions:

Incompletes will be given only for compelling personal/medical reasons. Points will be deducted from late papers.

Disability Statement:

Any student with a disability that requires accommodation in the classroom or for any aspect of this class (examinations, etc.) should notify the instructor immediately or contact the staff of the Office for Student with Disabilities (OSD), University Center, Room 202, (858) 534-4382. All information and documentation of disability is confidential.

Class Etiquette:

Conducive learning environments are free of distractions. Eating, personal communication, tardiness, and frequent entering and exiting of the room are not allowed. Please turn off cell phones before class. Use of laptops during lecture is not permitted. Students who ignore these policies will be asked to leave class.

The instructor reserves the right to make modifications to this course outline.

Guidelines for Readings

It is critical that you bring the assigned readings to class. In regards to the articles you need to download and print them. The assigned readings cover a significant amount of information. For the purposes of this course we focus particularly on some key features in the texts. *I suggest* (not required) that you complete the following activities for each assigned piece.

1. Argument—This is the key analytical component of the reading. What position is the author attempting to prove? Key words include—argue, believe, contend. The argument usually appears at the beginning of the piece and repeats throughout the text. Texts will have one main argument (but can have more) and several minor arguments. *Highlight the argument(s) for each week's readings and three sentences in the text that support the argument.*
2. Sources—These are the materials that the author uses to construct the text and form the basis of his/her argument(s). Historians draw from a wide range of sources, including primary and secondary. Primary sources are contemporary accounts of the period. Examples of primary sources include letters, reports, wills, and inventories. Secondary sources analyze and describe primary sources. Examples of secondary sources include textbooks, monographs, articles, and encyclopedias. Princeton University offers a concise web page on primary and secondary sources at <http://www.princeton.edu/~refdesk/primary2.html>. *Identify three primary and secondary sources for each week's readings.*
3. Analytical versus descriptive—Texts contain both descriptive and analytical writing. We seek to identify the difference between the two so that we can incorporate both types in our research papers. Descriptive writing presents or describes information. Analytical writing interprets or analyzes the information. *Underline three sections that feature descriptive writing and three sections that feature analytical writing.*