

AN 238/FG238:
GENDER and CLASS in LATIN AMERICA
Block 7, 2007

Sarah Hautzinger
Barnes 304, Monday & Wednesday 2:00-4:00
Phone extension: 6359
E-mail: SHautzinger@ColoradoCollege.edu

This course introduces students to problems and issues surrounding gender dynamics and class structure for the Latin American region, which for our purposes encompasses all the countries in Central and South America, and also includes the hispanophone Caribbean. The course centers around two distinctions that shape societies: gender and class. This means we concentrate gender's role in shaping production, reproduction, roles in development, and politics. We look at women's and men's lives through a framework of feminist gender studies, because we can only understand gendered positions in society as created through interrelationship. In the first portion of the class we concentrate on the impact of colonization on indigenous women, and continue this theme into more contemporary representations of gendered class, ethnic and political dynamics through the life history of Rigoberta Menchú and the imbroglio it provoked. We then turn to a series of articles on family, kinship, and development, with particular attention to how women and men's productive and reproductive work conditions their social positions, how gendered ideologies arise from these processes, including (so-called) machismo and marianismo. This leads to a second full-length ethnography, on the criminalization of men's violence against women and its relationship to the women's movement in Brazil, which is followed by a "teach-in" and the many types of women's and feminist movements manifest throughout the region. The penultimate portion of the course turns to examine men, particularly in relation to patriarchy, masculinity, and machismo, focusing on Gutmann's ethnography *The Meanings of Macho*. Our final segments concentrate on how gender and class ideologies and symbols are used in the media as a means of social manipulation and control. In general, I have selected course material with analyses of gender and class that treat them as interconnected, compounded categories.

Required Texts:

Menchú, Rigoberta. 1992. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Elisabeth Burgos-Debray, ed. London: Verso.

Gutmann, Matthew. 1996. *The Meanings of Macho: Being a Man in Mexico City*. University of California Press.

Hautzinger, Sarah. (forthcoming 2007.) *Violence in the City of Women: Police and Batterers in Brazil*. Berkeley: University of California Press.

Additional Readings:

Articles are on E-Res reserve in the library; use AN238 as the password.

Course Requirements:

Course format consists of short lectures, large and small group discussions, and presentations of student work. Most days of class will have assigned student leaders, who together with me will guide discussion.

Scrupulous attendance is assumed; each day students should arrive prepared and having thought about readings.

Course writing includes a paper proposal, and a 10-12 pp. research paper.

Each student will help lead one class by forming discussion questions for e-journal exchange. Students will also e-journal responses, at least once per week, to the questions generated (1 discussion guide + 3 responses (1/week) = 4 total e-journal entries).

Participation (attendance, contribution to in-class activity)	20%
E-Journaling(s) and class presentations:	20%
One Test	20%
Final project:	40%
(topics 5%, proposal with annotated bibliography 10% and paper 25%)	

The final paper is a research project of 10-12 pages. While you may write on a topic of your choice, it is important that papers reflect the emphasis of the course – avoid topics utterly peripheral to production and reproduction; work, class stratification and gender; development and so-called underdevelopment; and gender relations, politics and ideologies. You must submit a paper proposal by Monday, Week 3 of class and receive approval before proceeding. At least three sources outside our class readings should comprise your annotated bibliography. Please consult me if you need ideas, direction toward materials, and so on! All students will give short presentations on their research projects in class.

Course Schedule

Class meets from 9:30-12:00, except where noted.

Week One

Monday March 26	Introduction to the course.
Tuesday March 27	Pre-Colonial to Colonial Gender: Three Complex State Societies (64 pages) Silverblatt, I. 1980. "The World Has Turned Inside Out ... There is no Justice for Us Here." In <i>Women and Colonization</i> , pp. 149-185 (36 total). Nash, June. 1980. "Aztec Women: The Transition from Status to Class in Empire and Colony. In <i>Women and Colonization</i> , pp. 134-148 (12 total). Ashmore, Wendy. 2002. "Encountering Mayan Women." In <i>Ancient Maya Women</i> , pp. 229-245 (16). Recommended: Buena-Ventura-Posso, Elisa, and Susan Brown. "Forced Transition from Egalitarianism to Male Dominance: The Bari of Colombia." In <i>Women and Colonization</i> , pp. 109-133 (24 total).

Wednesday March 28	Life (and) History: A Quiché Maya Heroine (93 pages) Burgos-Debray, Elisabeth 1992. "Introduction" (15) and Rigoberta Menchú, Chs. I – XI (1-78). In <i>I, Rigoberta Menchú: An Indian Woman in Guatemala</i> . ed. London: Verso.
Thursday March 29	Life (and) History cont'd (93 pages) Rigoberta Menchú, Chs. XII – XXIII (101). In <i>I, Rigoberta Menchú: An Indian Woman in Guatemala</i> . ed. London: Verso. (79-171)
Friday March 30	Life (and) History cont'd (98 pages) Rigoberta Menchú, Chs. XXIV-XXXIV. In <i>I, Rigoberta Menchú: An Indian Woman in Guatemala</i> . ed. London: Verso. (172-247) Stoll, David. 1999. Ch. 1 "The Story of All Poor Guatemalans," 1-12, and Ch. 14, "Rigoberta's Secret" 189-200. In <i>Rigoberta Menchú and the Story of All Poor Guatemalans</i> . Boulder: Westview. (23) Recommended for class forum: (rest of) David Stoll's <i>Rigoberta Menchú and the Story of All Poor Guatemalans</i> . <i>Latin American Perspectives</i> , Vol. 26, No. 6, If Truth Be Told: A Forum on David Stoll's "Rigoberta Menchu and the Story of All Poor Guatemalans". (Nov., 1999) (all on J-Stor)

Week Two

Monday April 2	Gendered Work and Family Dynamics (78 total) Scheper-Hughes, Nancy. 1985 "Culture, Scarcity, and Maternal Thinking: Maternal Detachment and Infant Survival in a Brazilian Shantytown." <i>Ethos</i> , Vol. 13, No. 4. (Winter, 1985), pp. 291-317. (26) Greene, Linda. 1993. "Shifting Affiliations: Mayan Widows and Evangélicos in Guatemala." In <u>Rethinking Protestantism in Latin America</u> , pp. 159-179. (20) Mintz, S. 1981. "Economic Role and Cultural Tradition." In <u>The Black Woman Cross-Culturally</u> , pp. 515-533 (18). Monagan, Alfrieta Parks. 1985. "Rethinking 'Matrifocality'." <i>Phylon</i> 46(4): 353-372. (14). <u>Recommended:</u> Weismantel, Mary. Chapter 6, "Practice: Kitchen Life." In <u>Food, Gender and Poverty in the Ecuadoran Andes</u> , pp. 168-195. -- Due: List of 1-3 potential paper topics --
Tuesday April 3	Women, Work and Development (72 pages) Wilson, Tamar Diana. 1998. Approaches to Understanding the Position of Women Workers in the Informal Sector. <i>Latin American Perspectives</i> 25(2): 105-119. (14) Wilson, Tamar Diana. 2003. "Theoretical Approaches to the Informal Sector."

	<p>In <u>Development in Theory and Practice</u>, R. Chilcote, ed. Rowman and Littlefield. 100-115. (15)</p> <p>Rakowski, Cathy. 2003. "Planned Development and Women's Power" [in Venezuela]. In <u>Development in Theory and Practice</u>, R. Chilcote, ed. Rowman and Littlefield.</p> <p>Hite, Amy B. & Jocelyn S. Viterna. 2005 "Gendering Class in Latin America: How Women Effect and Experience Change in the Class Structure." <i>Latin American Research Review</i>, 40(2):50-82. (33)</p> <p><u>Recommended:</u></p> <p>Ehlers, Tracy Bachrach. 2000. <u>Silent Looms: Women and Production in a Guatemalan Town</u>. Austin: University of Texas Press.</p> <p>Safa, H. 1995. "Economic Restructuring and Gender Subordination." <i>Latin American Perspectives</i>, 85(22) 2:32-50. (18).</p> <p>Stolcke, V. 1991. "The Social Impact of the Crisis of Development: Adjustment with a Woman's Face." In <u>Eight Essays on the Crisis of Development in Latin America</u>, pp. 87-105.</p> <p style="text-align: center;">Afternoon 1-3 work session in Tutt Library with Robin Satterwhite.</p>
Wednesday April 4	<p>The Debate over Marianismo & Machismo I (50 pages)</p> <p>Stevens, E. 1973. "Marianismo: The Other Face of Machismo." In <u>Male and Female in Latin America</u>, pp. 90-101. (11)</p> <p>Navarro, Marysa. 2002. "Against <i>Marianismo</i>." In <i>Gender's Place: Feminist Anthropologies of Latin America</i>, Palgrave Macmillan.257-272. (25)</p> <p>Elhers, T. 1991. "Debunking Marianismo: Economic Vulnerability and Survival Strategies among Guatemalan Wives." <i>Ethnology</i> 1-14. (14).</p>
Thursday April 5	<p>—Test 1, 10:00 a.m.—</p>
Friday April 6	<p>The Debate over Marianismo & Machismo II (108 pages)</p> <p>Hautzinger, S. 2007. <i>Violence in the City of Women</i>. "Prologue," "Introduction" & Chs. 1 "Womanly Webs", pp. XI-92.</p>

Week Three

Monday April 9	<p>Agency and Resistance: Machos and Viragoes (88 pages)</p> <p>Hautzinger, S. 2007. <i>Violence in the City of Women</i>. Ch. 2 "When Cocks Can't Crow," & Ch. 3 "Paths to a Police Station," pp. 93-181.</p> <p style="text-align: center;">--Paper Proposals with Annotated Bibliographies Due--</p>
Tuesday April 10	<p>Women's Movements and Gendering Notions of Citizenship (95 pages)</p> <p>Hautzinger, S. 2007. <i>Violence in the City of Women</i>. Ch. 4 "Policing By and for Women," Ch. 5 "Reluctant Champions: Policewomen or Women Police?," and "Conclusion & Epilogue" pp. 182-276.</p>
Wednesday April 11	<p>*** No Class—Reading and Research Day***</p>

	Meetings with Sarah as needed
Thursday April 12	<p>Teach-In: Women’s Movements, Feminist Movements and Social Change</p> <p>Group and Individual Presentations: Students read independently, sharing different regions in panels/small groups (see handout for source material)</p>
Friday April 13	<p>Men, Masculinity and Machismo (~110 pages +) Gutmann, Matthew. 1996. <i>The Meanings of Macho</i>. Introduction, Chs. 1-4, pp. 1-110 (Chapter 2 and other repetitive parts can be skimmed).</p> <p><u>For Monday: Read one additional article/chapter on Latin American masculinities – your choice w/o duplications, first come/first serve.</u> <u>Possible selections include:</u></p> <p>Gutmann, Matthew, ed. 2003. <u>Changing Men and Masculinities in Latin America</u>. Duke University Press. (Any of 14 case-study chapters)</p> <p>Lancaster, Roger N. 1992. <u>Life is Hard: Machismo, Danger and the Intimacy of Power in Nicaragua</u>. Berkeley: University of California Press.</p> <p>Wade, P. 1994. “Man the Hunter: Gender and Violence in Music and Drinking Contexts in Colombia.” In <u>Sex and Violence</u>, pp. 113-137.</p> <p>Harris, Olivia. 1994. “Condor and the Bull: The Ambiguities of Masculinity in Northern Potosi. In <u>Sex and Violence</u>, pp. 40-65.</p> <p>Dealy, G. Caudill. 1992. “Homo Politicus.” In <u>the Latin Americans: Spirit and Ethos</u>, pp. 55-68.</p>

Week Four

Monday April 16	<p>Men, Masculinity and Machismo (~159 pages+) Gutmann, Matthew. 1996. <i>The Meanings of Macho</i>. Chs. 5-10, pp. 89-263. (Chapters 7 & 8 and other repetitive parts can be skimmed).</p> <p>Class Presentations on Final Papers</p>
Tuesday April 17	<p>Media, Gender, Political Economy (74 pages) Film: “Bananas Is My Business.”</p> <p>Simpson, Amelia. 1993. “Introduction: Xuxamania” and “Myths of Beauty and Myths of Race.” In <u>Xuxa: The Megamarketing of Gender, Race and Modernity</u>, pp. 1-48.</p> <p>Enloe, C. 1990. “Carmen Miranda on My Mind: International Politics of the Banana.” In <u>Bananas, Beaches and Bases</u>, pp. 124-150.</p> <p>Class Presentations on Final Papers</p>
Wednesday April 18	<p>Class Presentations on Final Papers</p> <p style="text-align: center;">-- Final Papers Due --</p>