



History 448 Gender in Colonial Latin America

Class Meetings: T-Th 12:30-1:45 Jackson 107

Prof. William Van Norman

Office Hours: Tues-Thurs 3:30-4:30; Wed 10:00-12:00 or by appointments happily given

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This course is designed to introduce you to critical issues in colonial Latin American history and the theories and methods of gender history. We will explore pre-contact conceptions of the roles of women and men and the continuities and changes those ideas underwent as a result of contact and conquest in the New World. Spaniards constructed this category of difference (along with others such as race/caste) and thereby created distinct ways of organizing their colonial system. It also created areas of conflict between people within the pre-existing cultural systems and the newly arrived colonizers. It is useful to focus on women because it has often been women who were the most marginalized in the society and looking at their lives will help us to highlight the ebb and flow of power and ideas (both religious and secular) that shaped the history of the region.

Some of the questions we will consider over the course of the semester: What concepts of gender existed before Iberians colonized the “New World?” How did those ideas change and how were they reconstructed? How was patriarchy constituted in the colonial world of Latin America? What role did religion or religious ideas play in creating gender norms? What was the relationship between early modern family structure and political economy like? We’ll also examine issues of identity, difference, and hierarchy in the New World. What rights did some people claim to control the lives of others based on gender, sexuality, or status as free or slave, or age? What kinds of relationships resulted, and when were they challenged and changed?

Our readings will span a variety of perspectives, including the poetry of a rebellious seventeenth century nun, the picaresque account of a cross-dressing Basque nun, accounts of the lives of people considered honorable and reprobate, as well as some essays on theory and methods.

Texts for the course:

- *Lieutenant Nun: Memoir of a Basque Transvestite in the New World* Catalina de Erauso Beacon Press
- *Gender and Disorder in Early Modern Seville* Mary Elizabeth Perry Princeton University Press
- *Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru* Irene Silverblatt Princeton University Press
- *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America* Lyman L. Johnson and Sonya Lipsett-Rivera (Editors) University of New Mexico Press
- *Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico* Laura A. Lewis Duke University Press
- *Children of the Father King: Youth, Authority, and Legal Minority in Colonial Lima* Bianca Premo University of North Carolina Press

Requirements/Assignments: My most basic expectations are that you will (1) do all the assigned reading and writing on time, (2) attend all class meetings, 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 4 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!

Short reading responses: Much of our class work will consist of discussion of the week's readings. To focus them, I ask that you write a brief reaction to the readings to be discussed for every class (before class!). You should keep these together in the form of a journal. I will randomly collect the journals of some students every week for evaluation so you need to bring your journal with you to class every day. You can write a personal reaction but you should go beyond shock or surprise to raise questions and/or propose answers about the materials you are reading. Your responses should be no more than a paragraph (or two) per day's readings. You should have at least one entry by Thursday (class time) of the second week of the semester. I will mark the reactions with a check (✓) system as follows: a check means you did a good or satisfactory job; a check plus is outstanding (I don't give many of these for reactions/responses); a check minus means there are some issues that need to be addressed and you should pay attention to my comments and you also might consider meeting with me.

Longer reading responses: You must also write **four** longer reactions (typed, double-spaced, about 500 words or 1 ½ to 2 pages), due at the beginning of class for four specific days during the semester. You will select and sign up for the four days you will write longer responses. You must do at least two responses before the mid-term exam. The balance are due after the mid-term. Also, you must sign up for your first two responses by the end of the first week of classes and you must sign up for your second two responses by the week before the midterm. The days for which you have written a response you will be partially responsible for leading class discussion.

You will also prepare an analytical paper comparing a text you chose with one of the assigned readings. The outside reading must relate to and focus on one of the themes of the class. You **must** meet with me **by** October 2 to discuss your choice of text. For your meeting you should have identified some possible reading as well as a sense of how your choice engages a specific class text. I will approve your project by the 16th of October so that you will have plenty of time. Your paper should be about 8 pages of evaluation and interpretation that advances a comparative analysis of the readings. I will assist you in identifying an appropriate reading for the paper and we will discuss how to construct such an analysis. Internet sources are not acceptable without prior approval. In addition, you will present your findings to the class in a discussion based presentation.

Policies:

Late papers will be penalized unless you obtain prior approval (one half grade per day as mentioned above).

Attendance will not be taken but a substantial portion of your grade depends on your participation and engagement with the class. If you choose to attend infrequently it will negatively impact your grade.

In class I expect you to be attentive, participate, and contribute towards creating a scholarly environment. Students are responsible for registering for classes and for verifying their class schedules on e-campus.

The deadline for adding a Fall Semester class without instructor and academic unit head signatures is Tuesday, September 2, 2008. Between Wednesday, September 3, 2008 and Thursday, September 11, 2008, instructor and academic unit head signatures are required to add a class for Fall Semester 2008.

No student will be allowed to register for a Fall Semester class after Thursday, September 11, 2008. No exceptions will be made to these deadlines.

Writing is essential. It is the general policy of the history department that instructors should help students improve their writing skills and to understand that there is a direct relationship between thinking clearly and writing clearly. Here's how I'll evaluate (i.e. *grade*) your writing:

- 1) Focus on the issue (does the writing deal with the problem?)
- 2) Evidence (does it support its position with adequate data?)
- 3) Coherence (does the argument develop its points systematically?)
- 4) Scope (does it deal with all aspects of the question?)

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

Midterm and final exams (10% each)	20%
Research Project	20%
Presentation	20%
Participation:	
short reading responses 10%	
long reading responses 15%	
contributions to discussions 15%	40%

Schedule

Readings: Be sure you come to class meetings *having already done the assigned reading*. Below is our reading schedule:

Theme 1: Pre-Colombian Indigenous Concepts of Gender, Sexuality and Identity

Week 1:

August 26 Tues

Introduction to the Course

August 28 Thurs

Gender: Theory, Method, and Debates

“Gender: A Useful Category of Historical Analysis” Joan Scott; “Women’s History and Gender History: Aspects of an International Debate” Gisela Bock [BB (Blackboard)]

WEEK 2:

Sept 2 Tues

Pre-Contact Aztec and Incan Societies

Women in the Crucible of Conquest: The Gendered Genesis of Spanish American Society, 1500-1600
Karen Vieira Powers pp.1-67

Sept 4 Thurs

Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru Irene Silverblatt pp. 3-66

WEEK 3:

Sept 9 Tues

Moon, Sun, and Witches: Gender Ideologies and Class in Inca and Colonial Peru
Irene Silverblatt pp. 67-108

Sept 11 Thurs

“Gender Subordination and Political Hierarchy in Pre-Hispanic America”

Richard C. Trexler in *Infamous Desire: Male Homosexuality in Colonial Latin America* Peter Sigal ed.

“Toward an Andean Theory of Ritual Same-Sex Sexuality and Third-Gender Subjectivity”

Michael J. Horswell in *Infamous Desire: Male Homosexuality in Colonial Latin America* Peter Sigal ed.

WEEK 4:

Theme 2: Iberian Concepts of Gender, Sexuality and Identity - Early Views

Sept 16 Tues

Spain before and during Expansion

Gender and Disorder in Early Modern Seville Mary Elizabeth Perry pp. 3-74

excerpts from Columbus' Diary; Treaty of Tordesillas [BB]

Sept 18 Thurs

Gender and Disorder in Early Modern Seville Mary Elizabeth Perry pp. 75-117

WEEK 5:

Sept 23 Tues

Gender and Disorder in Early Modern Seville Mary Elizabeth Perry pp. 118-180

Sept 25 Thurs

Moon, Sun, and Witches Irene Silverblatt pp. 109-158

WEEK 6:

Sept 30 Tues

Moon, Sun, and Witches Irene Silverblatt pp. 159-210

Selected Writings Sor Juana Ines de la Cruz [BB]

Oct 2 Thurs

Last Day to meet with me to discuss your research topic

The Iberian Colonial World - Religion and Honor

“Honor and Honors in Colonial Spanish America” Mark Burkholder in *The Faces of Honor: Sex, Shame, and Violence in Colonial Latin America* Lyman L. Johnson and Sonya Lipsett-Rivera eds pp18-44

Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico Laura A. Lewis pp. 15-45

WEEK 7:

Oct 7 Tues

Lieutenant Nun: Memoir of a Basque Transvestite in the New World Catalina de Erauso

Oct 9 Thurs

Hall of Mirrors Laura A. Lewis pp. 46-102

WEEK 8:

Oct 14 Tues

Hall of Mirrors: Power, Witchcraft, and Caste in Colonial Mexico Laura A. Lewis pp. 103-183

Oct 16 Thurs

“Honor, Sexuality, and the Colonial Church” Geoffrey Spurling and “The Negotiation of Honor” Ann Twinam both in *The Faces of Honor* Johnson and Lipsett- Rivera eds. pp. 45-102

Midterm exam due in class

WEEK 9:

Oct 21 Tues

“An Urgent Need to Conceal” Muriel Nazzari and “A Slap in the Face of Honor” Sonya Lipsett-Rivera both in *The Faces of Honor* Johnson and Lipsett- Rivera eds. pp. 103-26; 179-200

Oct 23 Thurs

The Iberian Colonial World - Patriarchy

Children of the Father King: Youth, Authority, and Legal Minority in Colonial Lima Bianca Premo
University of North Carolina Press. Introduction, chapters 1, 2.

WEEK 10:

The 20th Century

Oct 28 Tues

Children of the Father King Bianca Premo chapters 3-5.

Oct 30 Thurs

Children of the Father King Bianca Premo chapters 6, 7 and conclusion.

WEEK 11:

Gender between the margins of Spanish power in the later period

Nov 4 Tues

David T. Garrett, "'In Spite of Her Sex:' The Cacica and the Politics of the Pueblo in the Late Colonial Andes," pp. 547 - 581. *The Americas* 64:4 (Apr. 2008)

Nov 6 Thurs

"Dangerous Words, Provocative Gestures, and Violent Acts" Lyman Johnson and "Honor among Plebians" Richard Boyer both in *The Faces of Honor* Johnson and Lipsett- Rivera eds. pp. 127-78

WEEK 12:

Nov 11 Tues

"Can Women Guide and Govern Men? Gendering Politics among African Catholics in Colonial Brazil" Mariza de Caralho Soares in *Women and Slavery: The Modern Atlantic vol. 2* eds Gwyn Campbell, Suzanne Miers, and Joseph C. Miller (Ohio University Press, 2008) pp. 79-99.

Nov 13 Thurs

"Honor among Slaves" Sandra Lauderdale Graham in *The Faces of Honor* Johnson and Lipsett- Rivera eds. pp. 201-28

WEEK 13:

Nov 18 Tues

Student Presentations

Nov 20 Thurs

Student Presentations

WEEK 14:

Nov 25-27 Tues Thurs No Class Thanksgiving Holiday

WEEK 15:

Dec 2 Tues

Student Presentations

Dec 4 Thurs

Student Presentations

EXAM WEEK:

Analytical paper and final exam due Noon Tuesday Dec. 9