Gender in Latin America
During the Age of Revolution (~1750 — ~1850)

History 407
Spring 2012. W 2-4:50pm, Knight Library 322, CRN 33314

Professor Reuben Zahler
rczahler@uoregon.edu, 346-5907
Office: McKenzie 362

Office Hours:
Mon/Fri 10am-12pm and by appointment

COURSE DESCRIPTION
During the Revolutionary period of Spanish America’s independence, every one of the new countries abolished racial and aristocratic differences. All of them enshrined freedom and equality and bulwarks of the new political and legal system. At the same time, none of them changed women’s status. Indeed, in Europe and North America during the Age of Revolution as well, women’s status remained the same or became more vulnerable. Why did the advent of republicanism and liberalism change male status so much but not change female status? Why, over the course of the nineteenth century, did women’s legal status actually become yet weaker and why did men’s become stronger? How did gender affect issues of race, religion, political stability, economic development, and social order?

READINGS
There are only two items to purchase for this course:
Purchase the following book at the campus bookstore:

Purchase the course packet at TheCopyShop, 539 13th Ave. (between Ferry & Patterson).

EVALUATIONS
Map quiz (April 11) 2%
Attendance and participation 10%
Weekly paragraphs 10%
Paper components 38%

   Topic Statement (April 18)
   Annotated Bibliography and Timeline (April 25)
   Presentation (April 25)
   Primary source analysis (April 30)
   Partner assessment of primary source (May 2)
   Presentation (May 9)
   Prospectus (May 23)
   Presentation (May 23)

Research paper 40%
Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.

Late Assignments: Each assignment is worth a maximum of 100 points, and should be handed in at the beginning of class on the due date. Late assignments without a valid excuse (e.g., arrest, illness w/ doctor’s note, family emergency) will be accepted, though they will immediately begin to lose points at an average of 10 points per day.

COURSE POLICIES
1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion. More than one unexcused absence will notably affect your final grade.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating, talking, listening to music, or reading the newspaper in class.
   a. Cell phones: Turn off your cell phones before class starts; Professor Zahler and the GTFs have the right to answer any in-class calls or texts that you receive.
   b. Computers: You may use a computer during class time for taking notes but not for extraneous activities.
3. Late assignments: You will lose points on late assignments at a rate of 10pts/day. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence. Snowboarding on Mt. Bachelor is not a legitimate reason.

ACADEMIC INTEGRITY:
Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. For further information on this subject, as well as guidelines for proper citation, see the web sites Student Judicial Affairs (click About Cheating) and Plagiarism Guide for Students. Be aware that consequences for plagiarism or cheating can include an F in the course, suspension, or expulsion.
SCHEDULE
A brief note on the reading assignments:

• I have marked secondary sources with a dark circle (•) and primary sources with a cluster of diamonds.
• Readings are to be completed before the class for which they are assigned.
• Complete each day’s readings in the order they are listed.
• Look at the Readings Suggestions (Blackboard>>Course Documents>>Reading) before you start the weekly readings. On this document I will provide background and context for various assignments.
• I have posted a “Glossary” (Blackboard>>Course Documents>>Reading) that defines many of the Spanish terms that may appear in the reading.

Week 1: Spanish America’s Late Colonial Period
April 4
• *Born in Blood and Fire*, Chapter 2
  ❖ *Colonial Lives* Chapter 21

Week 2: Honor, Race, Family
April 11
Readings
• *Faces of Honor* [purchased at bookstore]
  o I encourage you to read the entire book, but you may skip chapters 1 and 8
• Evelyn Stevens, “Marianismo: The Other Face of Machismo in Latin America”
  ❖ *Colonial Lives*, Chapter 15

Week 3: Enlightenment and Revolutionary Ideology
April 18
❖ Jean-Jacques Rousseau, *The Social Contract*
❖ [Internet link]: Declaration of the Rights of Man
❖ [Internet link]: Robespierre: On the Principles of Political Morality
  o Note: the two items above are internet links – come to the syllabus on Blackboard and click on the link
• Carole Pateman, the *Sexual Contract*, Chapter 1
  ❖ *The Mangy Parrot*, excerpt
  ❖ *Documenting Latin America*, v1, Chapter 21

Week 4: Revolution in Spanish America
April 25
• Born in Blood and Fire, Chapter 3 (from the beginning of the packet)
  ❖ Simón Bolívar, “Address to the Angostura Congress”
  ❖ The Congress of Venezuela, Declaration of Independence (1811)
  ❖ The Argentine Declaration of Independence
• Evelyn Cherpak, “The Participation of Women in the Independence…”
• Rebecca Earle, “Rape and the Anxious Republic”

**Week 5: Post-Independence Politics and Economics**
May 2
• Born in Blood and Fire, Chapter 4 (from the beginning of the packet)
  ❖ “A Conservative Profession of Faith”
  ❖ “Considerations Relating to the Political and Social Situation…”
• Sarah Chambers, “Letters and Salons…”
  ❖ *Women through Women’s Eyes*, Chapters 2 and 3

**Week 6: Post-independence Conditions for Women**
May 9
• Sarah Chambers, “Private crimes, public order…”
• Sarah Chambers: “To the Company of a Man like my Husband…”
• Arlene Díaz, *Female Citizens…*, Chapter 6 (“Ciudadanas vs. Padres de Familia”)
  ❖ *Documenting Latin America*, v2: Chapter 11

**Week 7: The Gendered Republic**
May 16
• Elizabeth Dore, “One step Forward, Two Steps Back”
• Carmen Diana Deere: “Liberalism and Married Women’s Property Rights”
• Piccato, Pablo. “Politics and the Technology of Honor: Dueling…”
  ❖ *Documenting LA*, v2: Chapters 10 & 12

**Week 8**
May 16

**Week 9**
May 23
No class: Meetings with professor

**Week 10:**
May 30