Gender and Sexuality in the Caribbean and Latin America  
HIST/IAAS/LAMS 3622 (proposed course number)

Course Content

This course introduces students to the study of gender and sexuality in Latin American and Caribbean contexts by examining through the lenses of gender, sexuality, race, and class, such historical processes as empire and colonialism, slavery and emancipation, race and reproduction, labor, violence, sport, sex work, the political sphere, political mobilizations and social movements, cultural practices, science, nationalisms, economies, state formation, sexuality and revolution, and to a lesser degree transnational movements of ideas, people and capital. Using a set of key theoretical selections and rich case studies and monographs, as well as archival documents, visual, art and oral history, we look at the intersections of gender in social and economic structures. This course is informed by the belief that despite their frequent placement at the margins of public discourse and the corpus of historical method, in fact gender and sexuality politics (and their intersections) were fundamental to social constructions, politics, economic structures, and cultural practices, which coalesced in colonial and postcolonial contexts of the Caribbean and Latin America and, in fact, have shaped fundamentally their respective societies.

Importantly, students are expected to have some measure of intellectual flexibility. That is, they should be open to new data, theories, and analytic frames. They will be asked to consider multiple viewpoints and conflicting values, and to imagine, analyze, and evaluate alternate positions on issues or solutions to problems. Students are not expected to change radically (although this is possible and welcome). Rather, they should undergo some measure of transformation in which they perceive historical questions in ways slightly different than they did previous to completing course work. Students should expect to be challenged, which may cause momentary frustration. This is generally a sign of growth.

Learning Contract

The syllabus represents a contract between the professor and student. Your enrollment in the course symbolizes your acceptance of the terms set forth. As your professor I reserve the right to amend the syllabus throughout the semester. Any amended syllabi will be uploaded to Husky CT. YOU MUST CHECK Husky CT REGULARLY FOR THE CURRENT, MOST UPDATED VERSION OF THE SYLLABUS.

Learning objectives

* Help you to understand ways in which gender ideologies and women’s experiences and participation in social movements in Latin America have challenged and remade the politics of state formation.
* Expose you to cross-cultural historical inquiry while encouraging you to link the issues with your own experiences.
* Develop your critical thinking skills through connecting analytic frameworks and concepts with primary historical sources and secondary information on historical processes.
* Improve your written and oral expressive skills through presenting, discussing and substantial writing.
By the end of the semester students should be versed in political and cultural movements initiated by and in relationship to gender and sexuality in the Caribbean and Latin America. Students should also be versed with theoretical frames including race, gender, sexuality, class, and culture (and their intersections) to understand the development of Caribbean and Latin American societies. Students should be able to articulate why gendered and sexualized histories are critical to understanding the history of the Americas. This course is theoretically driven and does not offer a limited, comprehensive national history.

**Instructor Responsibilities**

The instructor's responsibilities are to provide expert content, facilitate discussion, provide—as is pedagogically warranted—resources to aid students in becoming increasingly sophisticated learners, to intellectually counsel students, to maintain high standards of pedagogy, learning, and social interaction, and to facilitate a safe learning environment. Further, the instructor must consistently challenge students by providing individual and group, even collaborative tasks that enable students to learn new data, analytic perspectives, and theoretical complexity from each other. The instructor shall strive to encourage and achieve positive and affirming change in students' intellectual development.

**Student Responsibilities**

The very foundation of this course is built on student responsibility in the process of learning. Thus, students are central to the creation and maintenance of a safe learning environment, which means that they are evaluated according to whether they ask questions (no matter how "dumb" or "simple" they feel the question will be perceived) and participate without fear of making mistakes. As part of their course grade they should be prepared to participate in class—by reading and reflecting on the assigned materials, lectures, and comments of fellow students. They should be prepared to take notes during lecture and as they read assignments. They should review these notes before class in order to be prepared to speak in an informed way. THIS IS A SIGNIFICANT PORTION OF THE GRADE. Class attendance alone is NOT sufficient engagement for a positive evaluation of your participation for the final course grade. Your contributions to class discussion must be relevant, consistent, frequent, and respectful throughout the semester. Thus, a critical portion of this grade is tied to how students engage the materials and information presented in the course by participating in classroom discussion carefully, thoughtfully, and as often as possible, including engaging presented material and other students' discussion comments during class sessions.

Students are expected to turn in assignments on time and in a polished format in accordance with the minimum requirements. Any/all assignments must be turned in typed, in hard copy, and on time. **E-mail copies/attachments are not accepted unless requested by the instructor or unless given prior approval by the instructor.** An emailed version of a late paper will not be accepted—a hard copy must be put in the instructor's mailbox in the History Department in Wood Hall. All deadlines and requirements are firm. Late assignments are subject to substantial penalties. Thus, the first day an assignment is late 10% will be deducted from the assignment's final grade. For each day thereafter that an assignment is late a 5% grade penalty will result. No assignment will be accepted more than
seven days after the initial due date. For example, a paper due on the 10th of the month will not be accepted after 5pm on the 17th of that month.

To complete reading and other assignments throughout the semester you must make good use of time. For example, for the weeks that you have little or no reading due, use that/those weeks to make progress towards the history corrective projects, the final paper, or other weeks' reading assignments.

Further, it is expected that students attend all class sessions, arrive on time, stay for the entire session, and steer clear of disruptions such as eating, leaving during class sessions, using cell phones, interrupting the instructor or fellow students, or holding private conversations. Students must inform the instructor before the start of class if they need to leave early, take an urgent phone call, or miss a class session. If a student must miss class they will not be excused unless they provide appropriate, verifiable documentation of their personal emergency, illness, etc. This constitutes appropriate participation. Be aware that participating inappropriately in the course will have a negative impact on your grade. Cases of significant or consistently inappropriate actions will be referred to the Office of Community Standards.

Further, UCONN students are held strictly to the university's anti-plagiarism rules. For more information on plagiarism and proper citation: http://usingsources.fas.harvard.edu/icb/icb.do?keyword=k70847&tabgroupid=icb.tabgroup106849. Also, the University's policy on academic misconduct is included on the course Husky CT site.

Extracurricular conflicts
Students anticipating extracurricular conflicts should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of Student Services and Advocacy.

Cellular phones, Laptops, Recording Devices, and Email

Cell Phones
Please, NO cell phones, text messaging, or newspapers in class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class--and disrespectful to the instructor--to have students get up during class to receive phone calls or to have to lecture while a student is reading/sending a text message. If you have a particular emergency, please inform me before class that you will be expecting a call. Should you need to use the restroom you must leave your phone visible on your desk, otherwise you will not be permitted to leave the classroom. Please remember to do so, so that your leaving the classroom does not cause an unnecessary interruption. (If you do not own a phone, you might want to let the instructor know at the beginning of the semester.)

Laptop Use
Laptops are not permitted in this class, unless they are an accommodation given by the Center for Students with Disabilities (CSD). Likewise, students who need to record the
lectures due to a CSD accommodation must submit notification in writing to the instructor. This applies only to audio recording. Video recording will not be permitted under any circumstances.

**Email**

If webec vista is used, students may be asked to send emails to the webec site only. If you email me with any questions, I will respond as quickly as I can, sometimes within twenty-four hours. I will answer questions until 8:00 pm on the evenings before quizzes and exams.

Email is a tricky form of communication. Be aware that e-mail is PROFESSIONAL CORRESPONDANCE. Business standards apply. Please be sure to address emails to me by name. You can begin with "Dear Dr. Pappademos," or "Dear Professor Pappademos," "Hi Professor Pappademos," or, simply, "Professor Pappademos." When you write e-mails you are asking for someone's time and attention. You should be aware that most people consider impolite a written request for time and energy that doesn't actually address them by name. Always sign your name, since at times it is not clear who is writing to me – I receive dozens of e-mails on most days. Finally, for your own benefit you should get into the habit of making sure that your mail is written in full sentences and has correct punctuation and spelling. This is great practice for the real world, where your professional persona is in part defined by your e-mail professionalism.

Since e-mail is now the main communication vehicle through which teachers interact one-on-one with students, etiquette is very important. Receiving impolite, demanding, or terse messages ends up being very demoralizing in the long run, so please be careful how you phrase your messages. Adding a "Please" or "Thank You" at the end of an otherwise terse or demanding e-mail does not magically make it polite. Remember: in most cases if you ask nicely, people will go out of their way to help you. If you are upset about something pertaining to class, e-mail is probably not the best way to discuss it. Further, be aware that all emails are subject to scrutiny by the "Office of Community Standards" and any inappropriate emails will be routed to that office for review. Issues such as grades and criticism of fellow students are not discussed over email. You must make an office appointment with the Instructor or TA to discuss these matters. I will not discuss grades via email. Please make an appointment to see me in person. In order to preserve a positive relationship with students, I simply will not answer messages that I consider impolite.

As mentioned above, worms and viruses make email attachments risky business thus I will not accept any written assignments via email. HuskyCT has a place to upload all assignments—unless otherwise stated. The window to upload these assignments is fixed. You will be unsuccessful if you attempt to turn in an assignment late. The window of time for on-time assignment submission on Husky CT will have closed. You will then have to send me an email specifying that you have a late assignment. Hard copies are acceptable in my box as long as they are timed and dated by office staff.

**Course Structure**

Throughout the semester we will read secondary literature as well as literary works including writings by Anne McClintock, Jennifer Morgan, Ada Ferrer, Joan Scott, Hilary Beckles, Cynthia Pope, and Abel Sierra Madero. The course will include lecture and discussion sessions as well as student presentations and film. The course will place emphasis on
students' careful analysis of and thoughts on materials presented. Translated: you need to participate in classroom discussion. Among other requirements for the course are group "history corrective," group projects, weekly journaling, quizzes (be sure to take asap, the HUSKY CT practice quiz to make sure your computer is configured properly for the course quizzes, found on HUSKY CT), a mid-term exam, and a final exam.

Students will work in teams to produce a "history corrective" project for presentation to their peers. This will require meetings and coordination outside of regular class sessions. The "history corrective" project requires student teams to examine a topic of Cuban history. Each team will examine an aspect of cultural and/or political movements of Cuba from Local (national) and possibly Global (international) perspective. They will conduct secondary research on their topic and present their findings and arguments to the class, paying special attention to the historical roots and development of their topic and its most widely recognized manifestations. Presentations must have visual, audio, and data text formats and should last 30 minutes. Class members not presenting should formulate/ask several questions based on the presentations, during the short presentation Q & A.

You will receive more detailed instructions about both the final term paper and the group project. Final course grades will depend, in part, on students' class preparation and active participation in discussions that evolve from these student projects. For the history corrective you can use any sort of visual media supported by the smart classroom. You can use clips, for example, from the reserve videos or quotes or passages from the books on reserve if you have investigated these and they seem to have useful information/content for the history corrective presentation.

**Grading Structure**
- 10 Quizzes: 10% (No makeup quizzes)
- Participation (consistent contribution to weekly discussion, creating positive learning environment, preparedness, journaling): 30%**
- Mid-term: 20%
- Final Exam: 20%
- Group project (ind work plan & peer evaluations [5%]; evidence of research, synthesis, group collaboration, organized presentation of materials and final write-up [15%]): 20%

**Class discussion is mandatory.** The course consists of both lectures and class discussion, to help students become active, participatory learners. As much as possible class meetings will be devoted to discussion. Students need to come to class well prepared to contribute answers, present questions, and enliven the discussion with intelligent remarks. **Students are reminded that in order to participate in discussion, they must attend class and contribute verbally to the dialogue. Students who attend class regularly and actively participate will earn better grades than those who attend class infrequently and/or seldom participate in class discussion.**

I cannot emphasize enough the need to participate in class discussion. You must contribute in a manner relevant to the readings and topical discussion in order for your participation to have a positive impact on your final course evaluation and letter grade.
Required Readings

*Electronic Course Reserves* (Available on HuskyCT)

**Articles**


15. Sierra Madero, Abel "Sexing the Nation's Body During the Cuban Republican Era," in *The Sexual History of the Global South: Sexual Politics in Africa, Asia, and Latin America* (Saskia Wieringa and Horacio Sivori, eds.)


**Books**


**Week 1**

*Theoretical Overview*

**Tuesday, Gender and History**

Brief Lecture
Discussion

**Thursday, Race, Gender, Sexuality, and Intersectionality**

Brief Lecture
Discussion
Week 2

**Encounter**
Tuesday, Gender and the Imperialist Project
Lecture

Thursday, **Colonial Encounters (Barbados)**
Lecture
Due: "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770" by Jennifer L. Morgan in *New Studies in the History of Slavery*.

Week 3

**Structures of Empire & Practices of Colonialism**

Tuesday, Reproduction, Race, and Capital
Lecture

Thursday, Race, Class, and Female Labor in Colonial Society
Discussion

Week 4

**Gendered Foundations of Slave Society (Anglophone Caribbean)**

Tuesday, Research Method and History Corrective Preparation
Class meets @ Babbidge. Research Presentation, Marisol Ramos

Thursday, **Black Masculinity**
Lecture
Quiz

Week 5

**Gender, Resistance, & Machinations of Power (Haiti/French Carib)**

Tuesday, Women, Work, and Resistance
Lecture
Quiz

Thursday, Revolution of Saint Domingue
Discussion
Due: Lorelle Semley, "To Live and Die, Free and French: Toussaint Louverture's 1801 Constitution and the Original Challenge of Black Citizenship."
Quiz
Week 6  
Colonial Orders and Socioeconomic Statuses (Colonial Cuba)

Tuesday, Intersections of Class, Race, and Sex in Colonial Cuba
Lecture
Quiz

Thursday, Race and Women's Labor
Discussion
Due: Michelle Reid-Vázquez, "Tensions of Race, Gender and Midwifery in Colonial Cuba," 186-205.
Quiz

Week 7  
Political Organization, Nation-Building, and Normativity (Cuba)

Tuesday, Race, Sex, and Constructions of Postcolonial Cuban Leadership
Lecture
Due: Ada Ferrer, "Rustic Men, Civilized Nation," in Insurgent Cuba
Quiz

Thursday, Body Politics, National Politics
Discussion
Due: "Sexing the Nation's Body during the Cuban Republican Era," by Abel Sierra Madero in Sexual History of the Global South (Saskia Wieringa and Horacio Sivori, eds.)

Week 8  
Sex and [Neo] Colonialism (Puerto Rico)

Tuesday, Prostitution and "Fit" Women
Lecture
Due: Laura Briggs, "The Politics of Prostitution in Puerto Rico, 1898-1918," in Reproducing Empire
Quiz

Thursday, Gender Norms and Social Engineering
Discussion
Quiz
Week 9  
*Texts and Methods for Engendering History: Comparative Eugenics and Primary Document Analysis*

Texts by Women of the English-Speaking Caribbean, from 1770s to the 1920s, by Bridget Brereton, in *Engendering Caribbean History*

Textual Analysis of Images from Israel Castellanos' *La delincuencia femenina en Cuba*  
(*Female Delinquency in Cuba*) (1929)

Discussion

Thursday, **MIDTERM** (Includes Material through Week 9)

Week 10  
*Sexing Social Status and the Political Sphere (Puerto Rico)*

Tuesday, **Honor and Respectability**  
Lecture

Thursday, **Honor and Respectability**  
Discussion  
Quiz

Week 11  
*Concepts of Nation (Cuba)*

Tuesday, **Utility of Social Science Literature**  
Lecture  

Thursday, **Intersectionality and the Use of Oral Historical Sources**  
Discussion  
Due: Reyita, *the Life of a Black Cuban Woman in the Twentieth Century.*

Week 12  
*Cuban Feminisms and the Struggle for Political Participation (Cuba)*

Tuesday, **Class and Gender in the Black Cuban Women's Club Movement**  
Lecture  
Due: *Black Political Activism and the Cuban Republic*, by Melina Pappademos, Chapter 6 (170-222).  
History Corrective Group 1

Thursday, **Politicizing Motherhood**
Due: *From the House to the Streets: the Cuban Women's Movement for Legal Reform*, by K. Lynn Stoner, Chapters 6 and 7 (108-145).
History Corrective Group 2

**Week 13**

**Political Cultures and the Politics of Citizenship** (Chile/Argentina)

*Tuesday, Gender and Authoritarianism and Populism (Chile)*

**Lecture**

Due: Karin Alejandra Rosemblatt, "Domesticating Men: State Building and Class Compromise in Popular-Front Chile," in *Hidden Histories of Gender and the State in Latin America*, by Elisabeth Dore and Maxine Molyneux, eds., 262-90.

History Corrective Group 3

*Thursday, Citizenship Rights and LGBT Activism (Argentina)*

**Discussion**


Quiz

History Corrective Group 4

**Week 14**

**Sex and Transnational Relations**

*Tuesday, Sex Work and Tourism (Cuba)*


Quiz

History Corrective Group 5

*Thursday, Transnational Relations and Opportunity (Dominican Republic)*


**Week 15**

*Tuesday, Theorizing Race, Gender, and Class in the Imperial Caribbean*

**Discussion**

Due: "'A Deep Sense of No Longer Belonging,' Ambiguous Sites of Empire in Ana Lydia Vega's *Miss Florence's Trunk*," by Cynthia Tolentino in *Strange Affinities: The Gender and Sexual Politics of Comparative Racialization*, Grace Kyungwon Hong and Roderick A. Ferguson, eds.

*Thursday, Course Wrap up*