

Women in Latin American History (HIST 3815)

Spring 2025, Truman State University

BH 219, MWF 12:30-1:20

Office: MC 227

Office Hours: typically MWF 11:30-12:30 & 1:30-2:30 and by appointment

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No screens in the classroom without the explicit permission of instructor

Description

This course assesses the continuities and changes in the lives of Latin American women from the peopling of the continent to the present. We will examine concepts that have structured Latin American beliefs about gender including of honor and shame, and machismo and marianismo, and examine issues of gender relations, sexuality, and political involvement. How do beliefs about gender and gender roles relate to social structures including race, class and political structures, and how have these beliefs changed over time? By the end of the course students should have a clearer understanding of how gender influences historical changes and continuity in Latin America.

There are no prerequisites for this course.

Readings

Henderson, James D., Linda Roddy Henderson, and Suzanne Litrel. *Ten Notable Women of Colonial Latin America*. Lanham: Rowman & Littlefield, 2023.

———. *Ten Notable Women of Modern Latin America*. Lanham: Rowman & Littlefield, 2023.

Jaffary, Nora E., and Jane E. Mangan. *Women in Colonial Latin America, 1526 to 1806: Texts and Contexts*. Indianapolis, Indiana: Hackett Publishing Company, Inc., 2018.

O'Connor, Erin. *Mothers Making Latin America: Gender, Households, and Politics Since 1825*. Chichester, West Sussex, UK: John Wiley & Sons Inc., 2014.

Assignments and grades

Grades are calculated out of a percentage total possible points for the class, and not of the completed assignments: 90-100 percent is an A, 80-89 is a B, 70-79 is a C, and 60-69 is a D. Below 60 percent is an F. Successful completion of all assignments, including leading discussion and running stack when signed up to do so, is required to receive credit for this class.

Reading responses: Post a comment, question, response, or reaction for each daily reading to the discussion board on Brightspace by midnight the day before each class period. 1 pt each.

Participation: Physical presence and active engagement with the discussion in the classroom. 1 pt each.

Reflection: After each class period, post to the discussion board on Brightspace an analysis of the classroom discussions for that day. Due by midnight the night before the next class period. 1

pt each.

Class discussion leader: For each class period, one student will sign up to lead the discussion (organize the reading responses in Brightspace into a logical flow). Sign up two times and **not more than once for the same book** at. 5 pts each, 10 pts total.

Running stack. For each class period, one student will sign up to moderate discussion (run stack) to assure that everyone has equal space to speak. This student should also mark off students who have participated in class discussion at. Sign up two times and **not more than once for the same book** at. 5 pts each, 10 pts total.

Class presentation: Write a ten-page paper, prepare a ten-minute presentation, and guide the class discussion on one of the women (or a broader thematic topic) that we will discuss during the course of the semester. The paper should use a minimum of six scholarly sources (including at least one book and one journal article) and be typed, double-spaced, and include citations, a bibliography, and page numbers. The format should follow that found in Turabian/Rampolla/Chicago Manual of Style. The paper is due at the time of presentation. Sign up at. 40 pts.

Addendum

Also see syllabus resources for students: <https://wp-internal.truman.edu/provost/syllabus-resources-for-students/>.

Expectations – My expectations of you as students in this class are fairly straightforward and not unlike those of any other college-level class:

1. I expect you to complete the assigned readings before class.
2. I expect you to come to class prepared to think about and discuss these readings.
3. I expect you to be fully present and engaged in class lectures and discussions. This means no inappropriate use of personal technology devices. If we are meeting remotely over zoom, you should have your camera turned on. If there is a reason you cannot or do not want to have your camera turned on, just please let me know.
4. I expect you to complete all assignments, and to turn all of them in on time.
5. I expect all written essays to be your own original work.

If you run into any problems that hinder you from meeting any of these expectations, please let me know. I think you will find that as with most of your professors I can be completely reasonable, but I cannot help you if you do not communicate with me or disappear from class without explanation. Remaining in touch is important. I do want you to excel in this class, and will bend over backwards to do what I can to ensure that you do. But please keep in mind that your instructors are people as well, and we have our breaking points. If I am bent over backwards and you keep pushing, I *will* break and you will not be happy with the consequences because you will fail the class.

You can expect me to provide timely feedback on questions, activities, and assessments. I typically provide feedback on assignments before the next class period. The best way to contact me outside of class is via email and typically I am able respond fairly quickly. If you don't receive a response from me (like, in more than a day) please try again because the email probably was lost, but first check your spam filter because thanks to Elon Musk my emails *will* go to spam. To avoid this problem, please add marc@truman.edu to your email program's "allow" list. Please check with ITS if you need assistance with this problem. Assigned work is due at the time specified; if you anticipate you may struggle to meet those deadlines, you should discuss an extension with me in advance.

Credit generation – This is a four-credit course with three weekly face-to-face meetings with your professor (three weekly 50-minute for MWF classes, two 80-minute classes for TR classes, and one 3-hr period for evening classes, plus 6 "hours" [300 minutes] of outside-class time per week). You will earn the fourth credit because this course incorporates increased content and collateral readings, including primary sources, as well as increased research and paper writing. It also includes higher-level critical thinking exercises that specifically develop analysis, synthesis, and evaluation rather than simple knowledge and comprehension.

Writing-enhanced – This class has been designed to help satisfy the "writing-enhanced" requirement of Truman's LSP. As such, the various written projects will assist the quest to improve your writing and critical thinking skills as well as help you understand how

interconnected are cognition, the writing process, and the final written product.

Outcomes – The major outcomes of this class include:

1. Demonstrate broad familiarity with the field of history and the events and trends that it covers.
2. Demonstrate significant familiarity with the major events and trends in history.
3. Demonstrate an appreciation of historiography and the range of fields and methods that historians deploy.
4. Demonstrate strong familiarity with the range of research protocols practiced by historians including the location, examination, and use of primary and secondary sources.
5. Demonstrate strong familiarity with professional standards to which historians adhere.
6. Demonstrate the ability to apply those protocols and standards in both directed and independent research.

Dialogues Perspectives

This course fulfills both the Social and the Intercultural perspectives of Truman's Dialogues curriculum. You can find the associated learning objectives below.

Learning Objectives – The major outcomes of this class include:

1. Students will explain the breadth, complexity, and interconnectedness of gendered relations in Latin America. (Social LO 1, 6, 7; Intercultural LO 1,2 3)
2. Students will explore and analyze how culture impacts the behavior and attitudes of individual actors and vice versa. (Social LO 2, 6, 7; Intercultural LO 2, 3)
3. Students will demonstrate improved critical-thinking and argumentation skills by the end of the class. (Social LO 5; Intercultural LO 2)
4. Students will demonstrate an appreciation of historiography and the range of fields and methods that historians deploy. (Social LO 3)
5. Students will demonstrate a strong familiarity with the range of research protocols practiced by historians including the location, examination, and use of primary and secondary sources. (Social LO3)
6. Students will demonstrate a strong familiarity with professional standards to which historians adhere.
7. Students will demonstrate the ability to apply those protocols and standards in both directed and independent research.

Requirements – Our goal is to challenge existing assumptions, engage alternative viewpoints, and encourage critical thinking. Through the study of history, we seek to empower ourselves to be better citizens, and to provide ourselves with the skills necessary to play a positive and educated role in society. We need to be active constituents rather than mere recipients of our education. To accomplish those tasks, we should strive to create an open and supportive learning environment. Complete reading assignments before class so that you are prepared to carry on an intelligent discussion of the material in class. Lectures and discussions will complement the readings and assume the base level of knowledge that they present, so it is critically important that you keep up with the readings. Please drop me a note if you have any concerns or suggestions for improving the class.

Attendance policy – Students are expected to attend all their classes and participate actively in discussions. Poor or irregular attendance will adversely affect the quality of work and the course grade. A student who has to miss class must contact the course instructor and give a clear, valid explanation. Extended absences (for example, medical) should be documented (for example, by a note from the doctor). The student has the responsibility to make up any work missed, with deadlines at the discretion of the instructor. For university guidelines on attendance: http://catalog.truman.edu/content.php?catoid=15&navoid=801&hl=attendance+policy&returnto=search#Attendance_Policy

Regular and Substantive Interaction Policy– Federal regulations related to financial aid require that students demonstrate that they are actively engaged in the courses they take. For the purposes of this class, establishing academic engagement requires, at a minimum, attendance at a class session or completion of one of the assignments for the first week of the semester. If you are unable to attend class or complete an assignment you must contact me. Failure to engage without an explanation by Saturday, January 18, 2025 will result in your removal from the course the following week. Under certain circumstances, removal could impact your scholarship eligibility or financial aid.

Writing Center – The Writing Center (<https://writingcenter.truman.edu/>), in Pickler Memorial Library 107, is open from 8 am to 5 pm Monday through Friday, and is a good resource for improving your writing. They can help you to brainstorm, adjust style(s), fix grammar, references, citations, and the like. Never be too embarrassed or ashamed to seek out help.

Academic integrity – Personal and scholarly integrity are expected of everyone in the class. Failure to live up to those responsibilities, risks earning a failing grade on the assignment/examination, a failing grade for the course, and/or in serious cases expulsion from the academic program or University. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies (http://catalog.truman.edu/content.php?catoid=20&navoid=1192#Academic_Dishonesty).

The Truman State University Student Conduct Code (8.020.01) defines the term “academic misconduct” to include: 1) cheating, defined as using or attempting to use unauthorized materials, information aids in any academic exercise; 2) fabrication, defined as falsification or invention of any information or citation in an exercise; 3) facilitating academic misconduct, defined as helping or attempting to help another in an act of academic dishonesty; and /or 4) plagiarism, defined as representing the words or ideas of another as one’s own in an academic exercise. Students who are caught committing acts of academic misconduct in this course will be subject to the full range of penalties, including failing the assignment and the course. In every case, the Dean of Student Affairs Office and the Vice President for Academic Affairs will be notified; these officials have the power to suspend or expel students for academic misconduct. For more information see these two websites: http://catalog.truman.edu/content.php?catoid=11&navoid=491#Academic_Dishonesty and <http://www.truman.edu/wp-content/uploads/2014/08/2014-Student-Conduct-Code.pdf>.

ADA accommodations for students with disabilities – The university is committed to making

every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services Office (x4478) as soon as possible. Also see <http://disabilityservices.truman.edu/>.

To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at <http://disabilityservices.truman.edu/>

You may also contact OSA by phone at (660) 785-4478 or email studentaccess@truman.edu

Notice of Compliance – In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.”

Discrimination and Title IX – Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Apparently political ideology is not included, so we can discriminate based on that. Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation. Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options. Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint contact the Institutional Compliance Officer (<https://titleix.truman.edu/>), Title IX and Section 504 Coordinator

Office of Institutional Compliance
Violette Hall, Room 1308
100 E. Normal Ave
Kirksville, MO 63501
Phone: (660) 785-4354
titleix@truman.edu

The institution's complaint procedure can be viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf> and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>.

FERPA – Education records are protected by the Family Education Right to Privacy Act (FERPA). As a result, course grades, assignments, advising records, etc. cannot be released to third parties without your permission. There are, however, several exceptions about which you should be aware. For example, education records can be disclosed to employees or offices at Truman who have an “educational need to know”. These employees and offices may include your academic advisor, the Institutional Compliance Officer, the Registrar's Office, or Student Affairs depending on the type of information. For more information about FERPA, see <http://www.truman.edu/registrar/ferpa/>.

Recording – No recording in the classroom is permitted without the explicit and written permission of the instructor.

Statement on disruptive behavior:

“Behavior that persistently or flagrantly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be asked to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Conduct.” *(From Washington State University, suggested by Lou Ann Gilchrist).*

The minimum investment of time necessary by the average student to achieve the learning goals of the course, both in the class sessions and in autonomous learning activities. Apparently either the Missouri state Higher Learning Commission (HLC) or the Truman State University administration has mandated that all syllabi should contain information that documents the activities that warrant the credit hours awarded. For each hour in class, students should expect to devote approximately three additional hours per week to completing the course work. This is true for all classes.

You can access the University's standard attendance policy at <http://policies.truman.edu/policylibrary/attendance-policy/>.



Emergency Procedures – In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF at this link: <http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>.

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed

information about emergency procedures, please consult the Emergency Guide for Academic Buildings, available at the QR code shown or at the following link:
<http://police.truman.edu/emergency-procedures/academic-buildings/>

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location: <http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/> .

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.

Appropriate use of technology – Appropriate use of technology is encouraged and inappropriate use is—well, inappropriate and detrimental to our common learning environment.

Other random things I’m supposed to tell you:

I plan to provide prompt feedback on assignments, typically before the next class period.

This class has no prerequisite or enrollment requirements.

It has no expectations for prior knowledge/skills.

It has no special equipment or technology requirements.