

Feminisms in Latin America

RC 100 Fall 2020, T/Th 2:30-4:00

Professor Sueann Caulfield

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Cell phone: (734) 545-3134 (text during class/emergency)

Office hours: T/Th 4:10-5:00pm [on Zoom](#) (sign up [here](#))



"Latin American Feminism,"
[Wikicommons](#). All images on
syllabus were accessed on
August 14, 2020

Course Description: Over the past decade, there has been an explosion of feminist mobilization in Latin America, punctuated by massive marches throughout the region to protest violence against women. This mobilization might seem unprecedented. Indeed, stereotypes of Latin America that circulate in the United States often depict it through the trope of *machismo* – a Spanish word that connotes clownish male chauvinism, sexism, and homophobia paired with female submissiveness. The reality of gender inequality and violence in the region was brought to public attention in the United States in 2018, when then- Attorney General Jeff Sessions banned immigration judges from considering the threat of domestic violence as a basis for refugee status for battered women from Central America. Sessions’ order was overturned and the issue remains controversial.



"Protest against femicide, 2019
Mexico City," [Wikicommons](#).

What went unremarked during this controversy is the role Latin American feminists played in identifying, denouncing, and combating gender-based violence and inequality, and in making visible the intricate connections between the violation of women’s rights and other forms of social or political persecution. This feminist activity did not appear suddenly, but developed over more than a century.

We will study the history of diverse Latin American feminisms, considering Latin American women’s influence on international organizations and conceptions of human rights as well as how they pressured for change at home. Using published “testimonials,” the University of Michigan’s [Global Feminisms Archive](#) and Zoom “live” interviews, students will analyze the lives of individual Latin American women within this global and local history.

Class meetings: We will meet at [Nichols Arboretum](#) when feasible (entrance on corner of Geddes and Nichols Ave). Otherwise, class will meet [on Zoom](#). Remote-only enrollment is possible, but participation in synchronous class meetings is mandatory. Please call 734-615-0100 if you need tech support, including equipment loan and internet connectivity issues. Please also see LSA’s [Learning Remotely](#) site.

Modules: Course materials are organized on this site through weekly [modules](#) on Canvas. There you will find a sequentially organized schedule with links to weekly topics, readings, films, and assignment guidelines, and links for submissions. You are also asked to purchase one of four books, which will be assigned on the first day of class.

Learning objectives:

I. Building writing skills (all semester).

As is true of any skill, writing improves with practice. You will get **plenty** of practice in this seminar! Some kind of writing is due before every class. Most will be shared with classmates. Some will undergo peer review. I will give you minimal feedback on ungraded assignments, mainly to let you know if I see issues that need addressing.

I will meet with you individually at least four times (weeks 2, 3, 6, and 11) to discuss your writing, focusing especially on your three graded papers. You will meet three times with Ph.D. student Eimeel Castillo, who will help you design and carry out an original research project.

The writing in this class will guide you toward producing evidence-based arguments; summarizing, analyzing, and synthesizing complex texts to generate and support writing; writing in a variety of genres and rhetorical contexts; developing strategies for organizing, revising, editing, and proofreading; and collaborating with peers and instructors to revise writing

II. Critical analysis of academic texts/secondary sources (weeks 1-5).

You will learn to read secondary sources efficiently and critically to gain information, then evaluate and process this information to build knowledge. You will apply this knowledge to historical questions, including:

- When and how did ideas about women's rights develop in relationship to concepts of democracy, citizenship, and human rights throughout the Americas?
- What are the key historical junctures in the history of feminism in the early 20th century? When, how, and why did diverse women's rights advocates converge and diverge?
- How should we remember early twentieth-century women's rights advocates?

III. Critical analysis of primary sources (weeks 6-9)

You will analyze first-person narratives and oral history interviews to gain knowledge about Latin American feminisms since the 1970s while building the following skills:

- Analyzing and evaluating knowledge gained from different kinds of sources
- Identifying how historical patterns and structures influence individual experiences

IV. Original research (weeks 10-14).

You will research a contemporary feminist movement, then communicate your findings and conclusions in writing. Skills include:

- Formulating a research question
- Conducting an oral history interview
- Culling through large amounts of information to identify credible, relevant sources
- Marshalling evidence from sources to support an original argument.

Assignments/activities/grades

- **Canvas modules.** Assignment guidelines, full citations and links to course materials, and links for online discussions and submissions are available in Canvas modules.
- **Contribution to class activities.** During class, you will share ideas orally and in writing. Collectively, we will develop strategies to ensure that our discussions and peer review of writing are inclusive, supportive, rigorous, and productive.
- **Ungraded writing.** To receive credit, your writing must demonstrate that you have carefully read the assigned text and fully engaged with the prompt.
 - One purpose of frequent, “low stakes” writing is to practice using writing to sharpen critical analysis and articulate ideas clearly and concisely. Once you’ve formulated ideas in writing, it is easier to articulate them orally, and vice-versa.
 - Another purpose is to help you write efficiently and ward off perfectionism and its dreaded companion: writer’s block! Late assignments are not accepted. Draft-quality work is absolutely fine.
 - There is never a single correct answer. Maybe you think the prompt is problematic or you are more excited about something else. Maybe you were confused by the text, found it boring or were troubled by it. Maybe you want to experiment with a creative rhetorical or narrative style. **NO PROBLEM!!** Think of this “low-stakes writing” as an invitation to explore, experiment, take risks! Just be sure to reference the assigned text and prompt as you explain WHY you are confused or bored or want to challenge convention.
- **Graded writing.** Each of your three graded assignments will be submitted in draft for peer review and discussion with me before the final version is due. Grading criteria is explained in the guidelines for each assignment (on Canvas modules).
- **Active critical reading.** For Part I, I have prepared reading guides that will help you practice active reading of academic texts. Questions aim to help you pinpoint critical arguments and evidence without getting bogged down in detail. Read the guide before you start the text. Fill out the guide as you go and post by midnight on the evening before each class. Print it out so you can reference it during our class discussion while maintaining maximal eye contact with others (especially important during zoom sessions!).
- **Original primary source analysis.** Part II will consider salient themes within Latin American feminisms since the 1970s as reflected in individual activists’ lives. You will choose a book written in a genre known as “testimonial literature” and write a 4-page analysis. Then, Ph.D. students Eimeel Castillo and Marisol Fila will lead an exploration of salient themes in oral histories from the UM Global Feminisms Project.
- **Independent research.** In Part III, you will conduct independent research on a contemporary feminist (or gender or sexual rights) movement and place it in historical context in a 6-page final paper. You will present your research as part of a panel.

Ungraded assignments

| | | | points |
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| Participation in class discussions and activities, including pre-class writing | | | 30 |
| Ungraded 1-page papers: | | | |
| Wk 6: Summary of testimonial | Wk 9: Research proposal | Wk 10: Source analysis | |
| Wk 8: Annotated bibliography | Wk 9: Interview intro (group) | Wk 11: Peer review | 10 |

Graded assignments

| Group projects | | | | points | |
|--|--|-------|-----------------|------------|--------|
| Poster presentation (group project) | | | 09/17 | 10 | |
| Presentation of final research paper (group project) | | | 12/1 or 12/3 | 10 | |
| Graded papers | | Draft | Draft | Final | points |
| Graded paper 1: Nomination of a feminist (2 pages) | | | 09/15 | 09/20 | 5 |
| Graded paper 2: Analysis of a testimonial (4 pages) | | 10/08 | 10/11 | 10/16 | 15 |
| Graded paper 3: Research project (6-8 pages) | | 11/17 | 12/06 | 12/13 | 20 |
| Total | | | | 100 | |

Letter grade conversion

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|----|--------|----|-------|----|-------|----|-------|
| A+ | 98-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 |
| A | 93-97 | B | 83-86 | C | 73-76 | D | 63-66 |
| A- | 90-92 | B- | 80-82 | C- | 70-72 | D- | 60-62 |

Note: All written work (pre-class writing; 1-page ungraded papers; drafts and final version of papers; presentation infographic or powerpoint) must be posted to Canvas by deadline. However, you have a 30-minute grace period. As long as your work is posted 30 minutes after deadline, there is no penalty. After that, late work is not accepted except in cases of unforeseen emergencies.



"La Tese, Chilean protest against Violence Against Women, 2019," [TN, Mor.bo](#).



Part I: Twentieth-Century Feminisms from Local to Global

Week 1: Origins of “Pan-American Feminism”

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| | Tu 9/1 | <p><u>Introductions</u>: What paths led us here?</p> <p><u>Discussion</u>: How has gender or feminism affected your trajectory?</p> | <p><u>Read</u>: Gaudichaud, “Democracy in the Home and the Bed.”</p> <p>Barbara, “Latin America’s Radical Feminism.”</p> <p><u>Watch</u>: “A Rapist in Your Path”</p> |
| | Th 9/3 | <p><u>Mini-lecture</u>: The “Other America”: Citizenship, Rights, and U.S. Imperialism</p> <p><u>Discussion</u>: How did national leaders define “American” values in the century following independence? How did feminists intervene?</p> | <p><u>Read</u>: Marino, Prologue, ch. 1.</p> <p><u>Write</u>: Reading guide responses. Due Th., 9/3, 10am.</p> |

Week 2: From Popular Front feminisms to universal human rights

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| | Tu 9/8 | <p><u>Mini-lecture</u>: The 1930s: Nationalism, Social Welfare, Good Neighbor Policy</p> <p><u>Discussion</u>: How did feminist politics change in response to the polarized political scenario of the 1930s-1940s? What issues united/divided feminists?</p> | <p><u>Read</u>: Marino, chs. 2 and 5.</p> <p><u>Write</u>: Reading guide responses. Due Tu., 9/8, 10am.</p> |
| | Th 9/10 | <p><u>Discussion</u>: What historical processes and individual actions are most important in explaining how human rights came to be part of the UN Charter?</p> <p>Differences among feminists: different visions or different strategies? Do words matter?</p> <p>Plan next week’s poster.</p> <p>Individual meetings to discuss summer essay</p> | <p><u>Read</u>: Marino, chs. 7 and 8.</p> <p>Williams, “You Want a Confederate Monument?”</p> <p>MMNH, “Addressing the Theodore Roosevelt Statue.”</p> <p><u>Write</u>: Reading guide responses. Due Th., 9/10, 10am.</p> |

Week 3: Memory and memorialization

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| | Tu 9/15 | Peer review Group meetings to prepare poster. Individual meetings to discuss paper. | <u>Write</u> : Paper 1 draft due 9/15, 2pm. Final version due Sun., 9/20, midnight. |
| | Th 9/17 | Poster contest | <u>Read</u> : Continue testimonial. <u>Create</u> : Poster due 9/17, 2pm. |

Week 4: “Second Wave” feminisms? From the Cold War to human rights activism

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| | Tu 9/22 | <u>Mini-lecture</u> : From the Post-WWII “New World Order” to Cold War Dictatorships <u>Discussion</u> : How did Cold War politics influence the development of feminism? How were conflicts between “first world” and “third world” feminists similar to/distinct from conflicts among earlier “Pan-American” feminists? | <u>Read</u> : Continue testimonial. Jocelyn Olcott, "We Are Our Sister's Keeper." <u>Watch</u> : <i>The Official Story</i> (Canvas) <u>Write</u> : Post a response to one Canvas discussion question by Mon., 6pm, then reply to someone else's post. |
| | Th 9/24 | Gender and resistance to dictatorship: the case of Brazil Writing workshop and jigsaw discussion. | <u>Read</u> : “ Overview of the Brazil site ” in GFP. Browse the timeline; click to read the whole overview. Group assignment: read article or view/read GFP interview. <u>Write</u> : Post comment to your group discussion by Mon., 6pm, then respond to others in your group. |

Week 5: Gender, revolution, and post-revolutionary society (Nicaragua, 1979-2006)

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| | Tu 9/29 | Guest lecture by Eimeel Castillo | <u>Read</u> : Kampwirth, “Abortion, Antifeminism, and the return of Daniel Ortega” (Canvas). <u>Watch</u> : <i>Las Sandinistas</i> <u>Write</u> : Responses to discussion questions. Due 9/29, 2pm. |
| | Th 10/1 | Group writing workshop: summarizing and paraphrasing passage from interviews of Nicaraguan feminists | <u>Read</u> : Continue testimonial. No writing homework ☺ |



Alicia Soldevila, "Tiempos de luchas colectivas," *Fondo de Mujeres del Sur*, Nov. 25, 2019.

Part II: Women's Lives as Sources of Feminist Histories: Testimonial Literature and Oral Histories

Week 6: Testimony as literary genre and as historical source material

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| Tu 10/6 | Jigsaw discussion of testimonials. | <u>Read</u> : Finish testimonial. Maier, "Woman as witness." <u>Write</u> : Summary of testimonial. Due 10/06, 2pm. |
| Th 10/8 | Peer review. Suffrage timeline. | <u>Write</u> : Paper 2 draft 1. Due 10/08, 2pm. Schedule 3 meetings with Eimeel Castillo. |

Week 7: Transnational feminism (Global Feminisms Project - GFP workshop)

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| Tu 10/13 | Individual meetings. | <u>Write</u> : Paper 2 draft 2. Due Sun. 10/11, midnight. |
| Th 10/15 | Transnational feminism. | <u>Read</u> : Merry, Human Rights & Gender Violence , 36-55 <u>Write</u> : Paper 2, final. Due Sun. 10/16, midnight. |

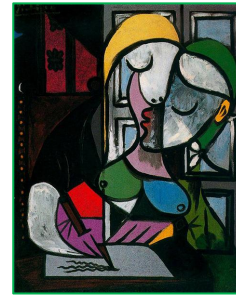
Week 8: Violence against women/reproductive rights (GFP workshops)

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| Tu 10/20 | Violence against women | <u>Read</u> : Belém do Pará Convention <u>Watch</u> : Video: Belém do Pará and MESCVI . |
| Th 10/22 | Reproductive rights | <u>Watch</u> : Center for Reproductive Rights, Miscarriage of Justice (optional: CBS News, Jailed for abortion). <u>Write</u> : Annotated bibliography draft. Due 10/22, 2pm |

Week 9: Black feminisms and preparation for interviews

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| Tu 10/27 | Black Feminisms | <u>Write</u> : Proposal & bibliography. Due 10/26, 2pm. |
| Th 10/29 | Prepare interviews. Submit intro by 4pm. | <u>Read</u> : Article in your group's interview folder. Sign up for group meetings during office hours. |

Part III: Research, Write, Review, Revise



Pablo Picasso,
Woman Writing
1934.
[Wikiart](http://Wikiart.com).

Week 10: Research proposal and source analysis

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| | Tu 11/03 | No class meeting so you can VOTE!! | Homework: vote!! |
| | Th 11/05 | Source analysis workshop and revise group interview introduction. | <u>Write</u> : Primary source analysis. Due 11/05, 2pm. |

Week 11: Interviews with Latin American feminists

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| | Tu 11/10 | Interview with Aracely Somarriba | <u>Write</u> : Paper outline due 11/10, 2pm |
| | Th 11/12 | Interview with Kamilla Valentim | No homework ☺ |

Week 12: Interviews and peer review of first draft of final paper

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| | Tu 11/17 | TBD | <u>Write</u> : Paper 3 draft 1 & 1-page outline. Due 11/17, 2pm. |
| | Th 11/19 | Peer review & plan panel presentations | <u>Write</u> : 1-page peer review. Due 11/19, 2pm. |

Week 13 Panel presentations

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| | Tu 12/1 & Th 12/3 | Panel presentations of final paper | <u>Write</u> : Paper 3 draft 2 & revised outline. Due Sun., 12/06, noon. Powerpoint due by 2pm on day of your presentation. |
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Week 14: Final touches ☺

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| | Tu 12/8 | Individual meetings. | Final paper due Sun. 12/13 noon. |
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"Contemporaneous Feminism," [CEPIA](http://CEPIA.com).



"Transfeminism," [Wikicommons](http://Wikicommons.com).



[Ni Una Menos Chile](http://NiUnaMenosChile.com), Facebook.

Academic Integrity Policy: RC 100 follows the academic integrity guidelines set forth by the College of LSA [<https://lsa.umich.edu/lsa/academics/academic-integrity.html>]. Students should familiarize themselves with this document, which explains the standards of academic integrity and clarifies the prohibited forms of academic misconduct. Students in History 348 should utilize the Chicago Manual of Style Online or MLA Stylebook for all issues of source citation, along with any specific guidelines provided in the course assignments. The penalties for deliberate cases of plagiarism and/or other forms of academic misconduct are a zero on the assignment, and the final grade will be calculated with no credit for the plagiarized work. Cases that the instructor judges to be particularly serious, or those in which the student contests the charge of academic misconduct, will be handled by the office of the Assistant Dean for Undergraduate Education.

Student Sexual Misconduct Policy

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct, including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the [Sexual Assault Prevention and Awareness Center](#) (SAPAC) on their 24-hour crisis line, (734) 936-3333. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu.

Students with Disabilities

If you think you may need an accommodation for a disability, please let me know at the beginning of the term. Next, you should contact the Services for Students with Disabilities (SSD) office. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation (VISA) form and we can arrange for your accommodation. Any information you provide is private and confidential and will be treated as such. If you already have a VISA form from SSD, please present this form to me no later than at least two weeks prior to the need for the accommodation so that there is enough time for the appropriate arrangements to be made.

Student Mental Health and Wellbeing

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312, email: caps-uofm@umich.edu, during and after hours, on weekends and holidays. You may also consult [University Health Service \(UHS\)](#) at (734) 764-8320, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <https://www.uhs.umich.edu/stressresources>.