

**K20.1470 (Re)Imagining Latin America**  
New York University  
Gallatin School of Individualized Study

Instructor: Alejandro Velasco  
Office: 1 Washington Pl, Rm. 506  
Hours: Tue 2:30-5:30PM, Wed. 9:00AM-2:00PM  
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Fall 2009: Term  
1 Wash Pl, Rm. 411: Location  
Mon/Wed 4:55-6:10: Time

*Course Description*

In Bolivia where non-indigenous elites long ruled exclusively an indigenous President now leads a socialist revolution; in Argentina where governments once massacred youth by the thousands citizens now fill the streets to demand accountability; in Guatemala where Catholicism long reigned supreme evangelicals now find rapt audiences. Throughout the region the once unthinkable is fast becoming normative, and everywhere pundits wonder: are these the stirrings of a new Latin America or the rumblings of old ghosts in different form? This course has two aims: on one hand to decipher how Latin America has conventionally been imagined, by introducing students to major themes in the region's study like *mestizaje* and *machismo*, authoritarianism and revolution, dependency and industrialization; on the other hand to question how valid these imaginaries remain against the backdrop of contemporary examples of social, political, and economic transformation in Mexico, El Salvador, Venezuela, Brazil, and others. Readings draw widely from academic articles in history, anthropology, and political science, excerpts from memoirs and contemporary journalism, and samplings of music and visual arts, culminating in research projects asking: is it time to re-imagine Latin America as a new century dawns, and if so, how? Authors include: Simón Bolívar, Gabriela Mistral, Gabriel García Márquez, Gustavo Gutiérrez, Manlio Argueta, and the EZLN.

*Grading/Requirements*

Participation/Attendance	throughout	20%
First Response	Tues 14 Sept	5%
Discussion Section	varies per student	10%
Second Response	12 Oct or 2 Nov	20%
Third Response	16 November	25%
Fourth Response	23 Nov or 7 Dec	20%

*Attendance/Participation*

Regular attendance, punctuality, and engagement with the readings are keys to being an active participant. As such I will expect you to be present and on time at each of our class sessions. For your benefit and mine, **I will distribute attendance sheets at the beginning of each class.** Should you need to miss a session, let me know ahead of class as I will not consider retroactive explanations and each unexcused absence will incur a two point reduction from your final grade (with a maximum of five). **After five unexcused absences, you will receive an "F" for**

**participation/attendance.** More importantly, though, I will expect you to come to class prepared, which of course means that you have read/seen/heard the work assigned in advance of each class, and are ready to participate in discussions about the materials. **Please don't take this course if you think you will be unable to handle a reading load of about 100 pages per week.**

*Discussion Section (varies per student)*

Each student will have an opportunity to lead discussion on one of the dates marked by an asterisk in the syllabus, corresponding to our sections on Race, Development, Revolution, and Spirituality (**please let me know by 21 September if you have a preference, otherwise I will assign you a day**). For each section there will be four student discussants, and each student in turn will lead four students in discussion. These sections will be about forty five minutes in duration. Students will be responsible for closely reading all of the materials assigned for that day and for developing discussion questions based on your interpretation of that material. **Please expect and plan to meet with me and with your fellow discussion leaders on the day before your small group, which of course means that you should have read the material by then.** So that we can keep a record of your questions and for others to refer to them, you should post your questions on the course website. Questions may concern whole texts, or focus on a particular section. In the event that they are detailed (for instance, if there was a particular passage that caught your attention and that you think might help draw out larger issues relevant to that section's readings), make sure that your questions can be connected to larger themes in the section. For a fifty minute discussion, you should expect to prepare no fewer than five questions. In all cases, your questions should have a goal in mind. What is the big idea that the various materials point to? What should we get out of the readings? How do they relate to the broader themes of the section?

In the course of actually leading discussion, you should not limit your interventions to just the prepared questions; dare venture answers to those questions, or other questions raised in the context of the discussion. Use your familiarity with the materials to provide plausible answers to the questions both you and your colleagues raise in the context of the discussion. Keep track in your mind of what your peers have said, so that you can draw connections. My evaluation of the thoughtfulness and work that went into creating your discussion questions will determine your grade for this assignment. Also, my evaluation will rest on how well you are able to engage with your peers' reactions to your questions. Finally, while it will be the discussants' responsibility to come up with engaging questions, it is in every student's best interest to assist each other by coming prepared for class and participating actively in the discussion. After all, every student will have a turn at leading a section.

*First Response (Due 14 September)*

Your first response asks you to answer the following question: How do I imagine Latin America? The purpose is to provide you with an opportunity, early in the course, to consider the experiences that have shaped your understanding of "Latin America," and the attendant biases

that may underlay this imaginary. Accordingly, you should be as forthcoming as possible. Don't be afraid to be provocative, as long as your reflections are sincere. You should email me (av48@nyu.edu) your responses by 11 September, at which point I will render them anonymous and post them on the course site for all of us to read. You should also feel free to drop off your responses anonymously in my office (1 Washington Place, Rm. 506) if that is more comfortable. The format of your responses is discretionary: short paper (no more than 3 pages), extended poetry, stream of consciousness, or any other forms of expression (music, video, etc) are acceptable; indeed, whatever will most help you to tackle the question frankly and thoroughly.

*Second Response (12 October or 2 November)*

Your second response should analyze one of the course themes covered between 23 September and 28 October (Re-Imagining Race or Re-Imagining Development). The purpose is to consider critically the materials we read and the discussions that followed. As such, an introspective piece (such as for the first response) will not suffice. Instead your response should reflect careful consideration of the various points advanced in each section. What struck you as especially unexpected, and why? What contradictions emerged from the various readings? What was most surprising to you about the discussions that ensued? What did you take away from the overall readings? You might consider a close reading of a particular passage as a way to reflect upon larger issues that arose in the context of discussion. Or perhaps a conversation in class seemed especially rich, sparking you to respond in more detail if you were unable to develop your thoughts fully in class. To help you guide your responses, I will provide you with prompt options. However you should feel free to write on a topic of your own choice, as reflected above. This response should be roughly 6-7 pages in length (double spaced, 1 inch margins, 12 point font, Times New Roman or comparable font). If you are responding to the section on Race, you should submit your response no later than 12 October. If you are responding to the section on Development, you should submit your response no later than 2 November. After receiving my comments, you will have one week to resubmit your response to reflect my feedback and opt for a higher grade. **Please submit all responses to me as an email attachment in MSWord or compatible format.**

*Third Response (16 November)*

Your third response asks you to conduct a literary analysis of *The Underdogs* by Mariano Azuela. While ostensibly fictional, the text attempts to make sense of a critical juncture in Latin American and indeed world history: the first revolution of the 20<sup>th</sup> century. The purpose of this assignment is to consider the intersections of history and literature as reflected in a seminal Latin American text. We will discuss what it means to conduct a literary analysis of a text when we go over *Chronicle of a Death Foretold* early in the semester. This response should be roughly 6-7 pages in length (double spaced, 1 inch margins, 12 point font, Times New Roman or comparable font). You should submit your response by 16 November. **Please submit all responses to me as an email attachment in MSWord or compatible format.**

#### *Fourth Response (23 November or 7 December)*

Your fourth response should follow the same format as your second response, but cover instead any of the course themes in the sections on (Re)Imagining Revolution or (Re)Imagining Spirituality. If you are responding to the section on Revolution, you should submit your response no later than 23 November. If you are responding to the section on Spirituality, you should submit your response no later than 7 December. After receiving my comments, you will have one week to resubmit your response to reflect my feedback and opt for a higher grade. **Please submit all responses to me as an email attachment in MSWord or compatible format.**

#### *Required Readings*

The following books are required and available at the NYU bookstore.

- Gabriel García Márquez, *Chronicle of a Death Foretold*. New York: Vintage, 2003.
- Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham: Duke University Press, 2002
- Hermano Vianna, *The Mystery of Samba*. Chapel Hill: UNC Press, 1999.
- Mariano Azuela, *The Underdogs*. New York: Signet Classics, 1963.
- Javier Auyero, *Contentious Lives: Two Argentine Women, Two Protests, and the Quest for Recognition*. Durham: Duke University Press, 2003.

The following book is recommended. A copy will be available at Bobst Reserve, but you may want to purchase it independently for ease and reference.

- John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America*, 2<sup>nd</sup> ed. New York: W.W. Norton, 2006.

NOTE: The instructor will provide you with copies of required book chapters, as permitted by relevant copyright law. These copies will be available outside Rm 506. Journal and periodical articles will be available on E-Reserves.

#### *Late Submissions/Incompletes*

Students can ask for extensions and will receive them at the instructor's discretion, though any late submission will incur a half grade drop unless the delay results from documented medical reasons or family emergencies. Only requests made in advance of the deadline will be considered. Assignments submitted late without previously alerting the instructor will not be graded. The last day to submit any pending work granted an extension is **20 December**. If you anticipate being unable to meet this deadline, you should contact the instructor immediately and request to receive an Incomplete, which will be granted at the instructor's discretion and only with a previously approved plan to complete outstanding work.

### *Cheating/Plagiarism*

The Instructor will uphold the University's code of academic and personal conduct for all instances of plagiarism. You may find this code in your NYU Gallatin Bulletin, available for download at: (<http://www.nyu.edu/gallatin/pdf/GallatinBulletin.pdf>). For your benefit, the relevant section is copied below:

***"Academic Integrity and Disciplinary Policies:*** Students are expected to maintain the highest standard of academic integrity. Cheating and plagiarism are serious matters and will result in disciplinary action. Offenses. Students are expected to familiarize themselves and to comply with the rules of conduct, academic regulations, and established practices of the University and the school. The following offenses may be subject to disciplinary charges by the Gallatin Faculty Committee on Advisement and Policies: cheating, plagiarism, and the forgery of academic documents; deliberate destruction, theft, or unauthorized use of laboratory data, research materials, computer resources, or University property; disruption of an academic event; actual or threatened violence or sexual harassment." (p. 100)

**Any student found to have cheated or plagiarized in any assignment will receive an "F" for the course.**

**CLASS SCHEDULE (SUBJECT TO CHANGE)**

**PART ONE: IMAGINING LATIN AMERICA**

**1. Wed 9 September: Course Introduction**

**2. Mon 14 September (33 pp)**

**FIRST RESPONSE DUE**

[Jon Lee Anderson, "The Revolutionary: The president of Venezuela has a vision, and Washington has a headache" \*The New Yorker\* 10 September 2001 \(16 pp\)](#)

Stanley Gacek, "Worker President Raises Worker's Hopes in Brazil," *NACLA Report on the Americas* (Mar-Apr 2003) (7 pp)

Marcela Rios Tobar, "Chilean Feminism and Social Democracy: From the Democratic Transition to Bachelet," *NACLA Report on the Americas* (Mar-Apr 2007) (5 pp)

[John Crabtree, "Evo Morales's Challenge" \*Open Democracy\* 25 January 2006 \(5 pp\)](#)

**3. Wed 16 September**

Student Papers

**4. Mon 21 September**

Gabriel García Márquez, *Chronicle of a Death Foretold*. (120 pp)

**PART TWO: (RE)IMAGINING RACE IN LATIN AMERICA**

**5. Wed 23 September: Imagining Race in Latin America**

Recommended: John Charles Chasteen, "Encounter" and "Colonial Crucible," *Born in Blood and Fire: A Concise History of Latin America*. 2<sup>nd</sup> ed. New York: W.W. Norton, 2006 (54 pp)

[Christa Johanna Olson, "Casta Paintings: The Construction and Depiction of Race in Colonial Mexico" \(15 pp\)](#)

Robert Conrad, ed. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. University Park: Penn State Press, 1994.

"5.1 "The Fact Remains that they are Black: Racial attitudes in Eighteenth Century Portugal and Brazil" (8 pp)

"2.4 The Masters and the Slaves: A Frenchman's Account of Society in Rural Pernambuco Early in the Nineteenth Century" (7 pp)

"6.1 "This Dark Blotch on our Social System": An analysis of the Legal Status of Slaves and Freedmen in Brazilian Society" (9 pp)

Lucio V. Mansilla, "An Expedition to the Ranquel Indians," in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham: Duke University Press, 2002 (8 pp)

## **6. Mon 28 September**

José Vasconcelos, "The Cosmic Race" in Gilbert Joseph and Timothy Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke Univ Press, 2002 (5 pp)

Hermano Vianna, *The Mystery of Samba*. Chapel Hill: University of North Carolina Press, 1999. (Chapters 3-6; 50 pp)

Brazilian Institute of Geography and Statistics, "What Color Are You?" in Amelia Simpson, Robert Levine, and John Crocitti, eds. *The Brazil Reader: History, Culture, Politics*. Durham: Duke University Press, 1999. (4 pp)

## **7. Wed 30 September**

Marcos Chor Maio, "From Bahia to Brazil: The UNESCO Race Relations Project" in Jessé Souza and Valter Sinder, *Imagining Brazil*. New York: Rowman and Littlefield, 2005. (21 pp)

Alejandro de la Fuente, "Race, National Discourse, and Politics in Cuba: An Overview" *Latin American Perspectives* 25, no. 3 (May 1989). (21 pp)

## **8. Mon 5 October**

Jan Hoffman French, "Mestizaje and Law Making in Indigenous Identity Formation in Northeastern Brazil: 'After the Conflict came the History'" *American Anthropologist* 106 no. 4 (Nov 2004) (11 pp)

Deborah Yashar, "Indigenous Politics in the Andes: Changing Patterns of Recognition, Reform, and Representation" in Scott Mainwaring et al, eds. *The Crisis of Democratic Representation in the Andes*. Stanford: Stanford University Press, 2006. (20 pp)

[Ivan Briscoe, "Evo Morales: The Unauthorised Version" \*Open Democracy\* 1 January 2007 \(7 pp\)](#)

## **9. Wed 7 October: Brazil Case Study\*\***

Jon Jeter, "Affirmative Action Debate Forces Brazil to Take a Look in the Mirror" *Washington Post*, 13 June 2003

Documentary: *Brazil in Black and White*, by Adam Stepan. A Production of Thirteen/WNET New York by Robert Stone Productions. (54 min)

## **PART THREE: (RE)IMAGINING DEVELOPMENT IN LATIN AMERICA**

### **10. Mon 12 October**

#### **SECOND RESPONSE OPTION DUE (Race)**

Carlos Marichal, "The Spanish American Silver Peso: Export Commodity and Global Money" in Steven Topik, Zephyr Frank, and Carlos Marichal, eds. *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*. Durham: Duke University Press, 2006. (28 pp)

Laura Nater, "Colonial Tobacco: Key Commodity of the Spanish Empire, 1500-1800" in Steven Topik, Zephyr Frank, and Carlos Marichal, eds. *From Silver to Cocaine: Latin American Commodity Chains and the Building of the World Economy, 1500-2000*. Durham: Duke University Press, 2006. (18 pp)

### **11. Wed 14 October**

Recommended: John Charles Chasteen, "Independence," "Postcolonial Blues," "Progress," "Neocolonialism," *Born in Blood and Fire: A Concise History of Latin America*. 2<sup>nd</sup> ed. New York: W.W. Norton, 2006

Fernando Ortíz, "The Social Phenomenon of Transculturation and its Importance" *Cuban Counterpoint: Tobacco and Sugar*. Durham: Duke University Press, 1995 [1947]. (7 pp)

Sydney Mintz, "Production," *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin, 1985. (55 pp)

### **12. Mon 19 October**

Juan Bautista Alberdi, "Immigration as a Means of Progress" in Gabriella Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader*. Durham: Duke Press, 2002. (7 pp)

Domingo Faustino Sarmiento, "Civilization or Barbarism," in Gabriella Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader*. Durham: Duke Press, 2002. (7 pp)

Albert O. Hirschman, "The Political Economy of Import-Substituting Industrialization in Latin America," *Quarterly Journal of Economics* 82 no. 1 (Feb 1968) (32 pp)

### 13. Wed 21 October

Guillermo O'Donnell, "Modernization and Military Coups" in *The Argentina Reader: History, Culture, Politics*. Durham: Duke University Press, 2002 (20 pp)

Fernando Henrique Cardoso and Enzo Faletti, "Comprehensive Analysis of Development," *Dependency and Development in Latin America*. Berkeley: University of California Press, 1979 [1971]. (21 pp)

### 14. Mon 26 October

[John Williamson, "What Washington Means by Policy Reform" in \*Latin American Adjustment: How Much Has Happened?\* Washington: Institute for International Economics, 1990 \(21 pp\)](#)

Javier Corrales, "Market Reforms" in Jorge Dominguez and Michael Shifter, eds. *Constructing Democratic Governance in Latin America*. Baltimore: Johns Hopkins Press, 2003. (18 pp)

Eugenia Muchnik, "Decades old reform drive Chile's economy," *Forum for Applied Research and Public Policy* 12 no. 1 (Spring 1997): 98-102. (5 pp)

Javier Auyero, "The Hyper-Shantytown: Neoliberal Violence(s) in the Argentine Slum" *Ethnography* v 1, no. 1 (2000) (23 pp)

### 15. Wed 28 October: Venezuela Case Study\*\*

[David Harris and Diego Azzi, "ALBA: Venezuela's answer to 'free trade': The Bolivarian Alternative for the Americas," \*Occasional Paper no. 3, Bangkok: Focus on the Global South, 2006. \(26 pp\).\*](#)

[Tina Rosenberg, "The Perils of Petrocracy" \*New York Times Magazine\*, 4 November 2007 \(9 pp\)](#)

## PART FOUR: (RE)IMAGINING REVOLUTION IN LATIN AMERICA

### 16. Mon 2 November

#### SECOND RESPONSE OPTION DUE (Development)

"9.3 The Great Seventeenth Century Quilombo of Palmares: A Chronicle of War and Peace" in Robert Conrad, ed. *Children of God's Fire: A Documentary History of Black Slavery in Brazil*. University Park: Penn State Press, 1994. (10 pp)

Lucas Alamán, “The Siege of Guanajuato” in *The Mexico Reader*, Gilbert Joseph and Timothy Henderson, eds. Durham: Duke University Press, 2002. (17 pp)

Simón Bolívar, “The Jamaica Letter: Response from a South American to a Gentleman from this Island” in *Simón Bolívar, El Libertador: Writings of Simón Bolívar*, David Bushnell, ed. Oxford: Oxford University Press, 2003. (21 pp)

José Martí, “Our América,” in Aviva Chomsky, Barry Carr, and Pamela Smorkaloff, eds. *The Cuba Reader: History, Culture, Politics*. Durham: Duke Univ Press, 2003. (6 pp)

### **17. Wed 4 November**

Recommended: John Charles Chasteen, “Nationalism” and “Revolution,” *Born in Blood and Fire: A Concise History of Latin America*. 2<sup>nd</sup> ed. New York: W.W. Norton, 2006 (25 pp)

Emiliano Zapata et al, “Plan of Ayala,” in *The Mexico Reader*, Gilbert Joseph and Timothy Henderson, eds. Durham: Duke University Press, 2002. (5 pp) (COURSE DOCUMENTS)

Daniel James, “Perón and the People,” in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham: Duke University Press, 2002 (21 pp)

Ernesto Guevara, “The Latin American Revolution According to ‘Ché’,” in *The Argentina Reader*, Gabriela Nouzeilles and Graciela Montaldo, eds. Durham: Duke University Press, 2002. (7 pp)

### **18. Mon 9 November**

Mariano Azuela, *The Underdogs*. New York: Signet Classics, 1963. (176 pp)

### **19. Wed 11 November**

FILM: *A Place Called Chiapas*, dir. Nettie Wilde (89 min)

[EZLN, “First Declaration of the Lacandon Jungle” \(4 pp\)](#)

[EZLN, “Second Declaration of the Lacandon Jungle” \(11 pp\)](#)

Javier Auyero, “The Picketeer,” “The day before the Pueblada,” and “Being-in-the-road: Insurgent identities” in *Contentious Lives: Two Argentine Women, Two Protests, and the Quest for Recognition*. Durham: Duke University Press, 2003 (58 pp)

### **20. Mon 16 November**

### **THIRD RESPONSE OPTION DUE (Azuela)**

Benjamin Goldfrank, "Making participation work in Porto Alegre" in *Radicals in Power: The Worker's Party and experiments in urban democracy in Brazil*, London: Zed Books, 2003 (20 pp)

Heather Williams, "Debtor's Revenge: The Barzon movement's struggle against neoliberalism" in *The Mexico Reader*, Gilbert Joseph and Timothy Henderson, eds. Durham: Duke University Press, 2002. (12 pp)

Omar Encarnación, "Venezuela's Civil Society Coup" *World Policy Journal* 19, no. 2 (2003) (10 pp)

### **21. Wed 18 November: Left Turn Case Study\*\***

[Jon Lee Anderson, "Fidel's Heir: The Influence of Hugo Chávez" 23 June 2008, \*New Yorker\* \(10 pp\)](#)

Richard Bourne, "Lula So Far: An Interim Assessment" *Lula of Brazil: The Story So Far*. Berkeley: University of California Press, 2008. (24 pp)

Bret Gustafson, "By Means Legal and Otherwise: The Bolivian Right Regroups." *NACLA Report on the Americas* (Jan-Feb 2008) (5 pp)

## **PART FIVE: (RE)IMAGINING SPIRITUALITY IN LATIN AMERICA**

### **22. Mon 23 November**

#### **FOURTH RESPONSE OPTION DUE (Revolution)**

Eric Wolf, "The Virgin of Guadalupe: A Mexican National Symbol" *The Journal of American Folklore* 71, no 279 (Jan-Mar 1958) (6 pp)

Olga Zúñiga, "The Virgin of Charity of Cobre, Cuba's Patron Saint" in *The Cuba Reader*, Aviva Chomsky, Barry Carr, and Pamela Smorkaloff, eds. Durham: Duke University Press, 2003. (8 pp)

João José Reis, "Candomblé in Nineteenth Century Bahia: Priests, followers, clients" *Slavery and Abolition* 22, no. 1 (April 2001): 91-115 (24 pp)

### **23. Wed 25 November**

Gustavo Gutierrez, "Introduction to the Revised Edition: Expanding the View," *A Theology of Liberation: History, Politics, and Salvation*. Maryknoll: Orbis Books, 1988 (29 pp)

[Joseph Cardinal Ratzinger, "Instruction on Certain Aspects of the Theology of Liberation" 6 August 1984 \(18 pp\). Skip Sec. V \('Magisterium'\)](#)

IN CLASS: Film on Liberation Theology in Brazil (30 min)

#### **24. Mon 30 November**

José Araújo, *Salve a Umbanda (Hail Umbanda)*. University of California Extension Media Center, 1988. (46 min)

Linda Green, "Shifting Affiliations: Mayan Widows and *Evangélicos* in Guatemala," in Virginia Garrard-Burnett and David Stoll, eds. *Rethinking Protestantism in Latin America*. Philadelphia: Temple U Press, 1993 (16 pp)

Christian Smith, "The Spirit and Democracy: Base Communities, Protestantism, and Democratization in Latin America," *Sociology of Religion* 55, 2 (Sum 1994) (20 pp)

#### **25. Wed 2 December\*\***

[Larry Rohter, "As Pope Benedict Heads to Brazil, Rival Theology Retains its Appeal" \*New York Times\* 7 May 2007 \(2 pp\)](#)

David Smilde, "'Letting God Govern': Supernatural Agency in the Venezuelan Pentecostal Approach to Social Change," *Sociology of Religion* 59, no. 3 (1998) (14 pp)

Javier Pereira, Ronald J. Angel, and Jacqueline L. Angel, "A Chilean Faith-based NGO's Social Service Mission in the Context of Neoliberal Reform," Tara Heffernan, Julie Adkins, Laurie Occhipinti, eds. *Bridging the Gap: Faith-Based Organizations, Neoliberalism, and Development in Latin America and the Caribbean*. New York: Lexington Books, 2009 (14 pp)

### **PART SIX: (RE)IMAGINING GENDER IN LATIN AMERICA**

#### **26. Mon 7 December**

##### **FOURTH RESPONSE OPTION DUE (Spirituality)**

Eduardo Archetti, "Soccer and Masculinity," in Gabriela Nouzeilles and Graciela Montaldo, eds. *The Argentina Reader: History, Culture, Politics*. Durham: Duke University Press, 2002. (6 pp)

Rosario Castellanos, "Modesta Gómez," in Gilbert Joseph and Timothy Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke Univ Press, 2002. (8 pp)

Roger Lancaster, "Beating One's Wife" in *Life is Hard: Machismo, Danger, and the Intimacy of Power in Nicaragua*. Berkeley: UC Press, 1992. (14 pp)

Matthew Gutmann, "Machismo" in *The Meanings of Macho: Being a Man in Mexico City*. Berkeley: UC Press, 1996 (21 pp)

## **27. Wed 9 December**

Sor Juana Inés de La Cruz, "On Men's Hypocrisy" in Gilbert Joseph and Timothy Henderson, eds. *The Mexico Reader: History, Culture, Politics*. Durham: Duke University Press, 2002 (4 pp)

Flora Tristán, "Women of Lima," in Orin Starn, Carlos Iván Degregori, and Robin Kirk, eds. *The Peru Reader: History, Culture, Politics*. Durham: Duke U Press, 1995 (7 pp)

Marjorie Agosín and Jacqueline Nanfito, eds. *Gabriela Mistral: Women*. Buffalo: White Wine Press, 2000.

"Woman's Education" (3 pp)

"An Opinion on Feminism" (4 pp)

"The Female Vote" (5 pp)

"Message for the Guatemalan Women's Conference" (7 pp)

## **28. Mon 14 December**

Maryssa Navarro, "The Personal is the Political: Las Madres de la Plaza de Mayo" in Susan Eckstein, ed. *Power and Popular Protest: Latin American Social Movements*. Berkeley: UC Press, 1989 (17 pp)

Timothy J. Steigenga and David A. Smilde, "Wrapped in the Holy Shawl: The Strange Case of Conservative Christians and Gender Equality in Latin America" in Christian Smith and Joshua Prokopy, eds. *Latin American Religion in Motion*. New York: Routledge, 1999.

Elisabeth Friedman, "Report: How Pink is the Pink Tide?" *NACLA Report on the Americas* (Mar-Apr 2007)

Verónica Gago, "Dangerous Liaisons: Lat American Women and the Left" (3 pp)

Karin Monsaterios P. "Bolivian Women's Organizations in the MAS Era" (5 pp)

Vilma Reis, "Black Brazilian Women and the Lula Administration" (4 pp)

**FRIDAY 18 DECEMBER: OPTIONAL RESPONSE REWRITES DUE**

**29. MON 21 DECEMBER, 6:00-7:50 PM**

IN CLASS: *Strawberry and Chocolate* by Senel Paz, Tomas Gutierrez Alea and Juan Carlos Tabio. Burbank: Miramax Films, 1995. (104 min)

Ana Mariella Bacigalupo, "The Mapuche Man who became a Woman Shaman: Selfhood, gender transgression, and competing cultural norms" *American Ethnologist* 31 no. 3 (Nov 2004): (14 pp)