REBELLIOUS WOMEN:
GENDER, POWER AND POLITICS IN LATIN AMERICA

Political Science 100, First-Year Topics Seminar
Fall 2015
Professor Christina Ewig
Social Science 6112, Thursdays 1:20-3:15PM

Office: Sterling 3301
Office Hours: Wed. 12:00-1PM, Thurs. 9-10:00AM or by appointment
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Course Description: From Dora María Tellez (one of three commanders of the Sandinista Revolutionary Army’s take-over of the Nicaraguan National Palace in 1978) to Dilma Rousseff (the once revolutionary and now President of Brazil) women have played dramatic and important roles in Latin American politics. How is it that women have climbed to the greatest rungs of power in a region that is predominantly Catholic and historically conservative? What are traditional gender relations in Latin America and how are they changing? What roles have women – and more generally gender – played in the distinct regime types that Latin America has experienced since the mid-20th century? These are some of the questions that this seminar will explore. We will begin by understanding what gender is and how it has historically shaped social and political relations in Latin America. We will then analyze the relationship between gender, women and three specific political regime types in the region: revolutionary, authoritarian and democratic regimes. We will explore ways that gender is used by particular regimes and how it shapes transitions between regimes. Of special interest will be the political mobilization of women (on the political left and right) within or against these regimes. Throughout, we will be attentive to the struggles of particular groups of women in Latin America, such as working class, indigenous and queer women and how “intersectionality” plays out in Latin American feminist politics.

This seminar forms part of a First-year Interest Group (FIG) cluster of courses. In this synthesizing seminar, students will be exposed to theories and empirical studies with regard to women, gender and politics in Latin America. Autobiographical and documentary film sources will be used to enliven our investigation of key places, people and issues. We will also engage in a few outside-of-class events related to artistic and cultural aspects of Latin America. A primary objective of the seminar is to encourage first year students to develop skills, study habits and relationships that will foster success throughout their college years. The seminar is paired with two other courses: History 242, Modern Latin America 1898 to Present, and a Spanish or Portuguese language course appropriate to individual student’s language level. In History 242, students will gain a foundational understanding the major trends and issues in Latin America in the 20th century. In students’ chosen language courses, students will hone their Spanish or Portuguese skills to enable future study and travel in the Latin America region.
**Essential learning outcomes:** This FIG will address several "essential learning outcomes" of the LEAP initiative ([http://www.aacu.org/leap/vision.cfm](http://www.aacu.org/leap/vision.cfm)).

- Students’ knowledge of human cultures, and more specifically, intercultural knowledge and competence, will be enhanced and deepened through the study of the politics, history, culture and languages of the Latin American region in this three-course configuration.

- Students will hone their critical thinking skills and their writing skills through active discussion and intensive writing in the small seminar format.

- Students will have the opportunity to expand teamwork and presentation skills through a group project.

- Students will be provided a foundation in research inquiry and analysis through a step-by-step research assignment, including an orientation to library resources on Latin America by the Latin American Bibliographer.

- By the end of this course, students will be better global citizens as a result of the knowledge that they will have gained about gender, politics and power in Latin America.

**Format:** This is a seminar, and thus is a discussion-based, rather than lecture-based course. It offers you an opportunity to hone your oral and critical thinking skills and learn from each other in a small class environment. For this to work, I expect students to show up to class on time, having read the materials for the day, and ready to engage.

**Books:** Two required texts are available at A Room of One’s Own Bookstore, 315 W. Gorham St. Tel: 608-257-7888. (Books are also on reserve at College Library.)


**On-line Learn@UW readings:** Additional readings are available on the Learn@UW course site. These are marked “OL” on the syllabus.

**Assignments & Evaluation:**

- 25% Participation
- 20% 5 JIT responses (4% each)
- 25% Group Project
- 30% Research Paper
**Participation:** You will grade your own, and to some extent others’, participation in class on a daily basis. On the first day, you will receive a chart where you will record your participation grade each day. At the end of each class you will return the chart to me with your grade for the day. I will return the chart to you each day at the start of class, sometimes with notes from me. See appendix 1, below, for full details.

**Just in Time Responses:** The day before class (Wednesday) each week I will post a set of questions on Learn@UW. You are to respond to these at least 6 times during the semester, any days you choose. Responses must be posted on the discussion section thread of Learn@UW by 9AM the day of class, to allow me time to read and digest them before class. Postings over 30 minutes late (past 9:30AM) will not be accepted. They will be graded on thoroughness (answering all questions/parts posed) and quality of thought (are you thinking?) on a 1-4 scale (4 best - 1 worst). These need not be long, just thorough and thoughtful. The lowest grade will be dropped.

**Attendance:** Attendance is part of your participation grade. You cannot participate in the conversation if you are not present for it. Especially because this class is only once a week, missing one class means you miss A LOT. Participation grades will be figured to allow you one absence without penalty. Any absences beyond one may affect your participation grade. If you notify me within 12 hours before class or after class that you will be unable to attend, I may waive any missed-class penalty. If you are truly sick, please don’t come to class and do notify me.

**Creative Group Project:** This project is intended to develop your creative thinking, analytical thinking, teamwork and presentation skills. You will be assigned to a group of three or four students. You may choose any topic covered in the class and as a group explore it further in a creative, collective manner. It can be anything that provides further depth of analysis or illustrates or parodies the subject matter covered in this class. Some ideas – but I am open to others – would include: • a video collage illustrating the depiction of gender roles in revolution; • a power point lecture with embedded video and or music illustrating the role of women in democratization in one country; • one or more interviews with women immigrants from countries of interest reported as video, power point, or written report; • a comparative analysis of two or more films (artistic works, plays....) that relate to course material; • a comparison of class reading themes to the themes in works of fiction we have not read in the course; • a short story; • a short play; • a song or instrumental composition; • anything else that you think of and I approve. Students will be assigned to particular tasks to successfully complete the group project. Further information will be distributed separately. All group members receive the same grade.

**Research Paper:** The research paper will be a 9-11 page paper on a topic of your choice related to gender and politics in Latin America. I will distribute a list of potential topics in class as well as more specific guidelines. The research paper will be submitted in the following steps: 1) research question and initial bibliography; 2) revised question, literature review, and extended
bibliography which is discussed with a course writing fellow and revised; 3) full draft that is discussed with a course writing fellow and then revised; 4) final paper.

You will need to turn in each piece on their appropriate due date or lose 5 percentage points per day late from your final paper grade. You MUST meet with the writing fellow at steps 2 and 3, or also suffer a 5 point paper markdown. Your grade will be based on your final paper, minus points for late work or missing WF meetings on any previous component.

We have the great fortune in this course to work with two writing fellows, Megan Villalpando (mvillalpando@wisc.edu) and Lee Bongey (lbongey@wisc.edu).

Writing fellows are skilled undergraduate writers who have been chosen in a campus-wide selection process to assist other students in drafting papers. They are given intensive training for an entire semester on how to offer constructive criticism in the writing process, and then are assigned to courses to work one-on-one with other students by reading drafts, offering detailed comments and meeting individually with each student to make constructive comments on how to improve their papers. The fellows are not expected to have specialized knowledge in the courses in which they are assigned. In other words, it is up to you to find the right content for your paper, but the fellow will help you to convey that material clearly and convincingly. The fellow will not grade your paper; I will. Why have a fellow review? The best writing is a process of writing and revising. College is the time to develop your writing skills, and to learn how to build in time for drafts and revisions. These are skills and habits that are valuable through a lifetime. Moreover, our peers are often the best source to let us know if our message is clear and convincing, even elegant! Think of the writing fellow as a special opportunity to finish the course with a truly strong paper and to improve your writing skills more generally. When submitting your final paper, I will also ask for a cover sheet where you explain how the paper evolved in the writing and re-writing process.

The Latin American Bibliographer, Paloma Celis Carbajal, has created a research website to help you find sources for your papers, you can link to this from your MyUW page. She will introduce you to UW library resources during our September 10 class session.

Universal Access: As an instructor, it is important to me that all students are able to participate fully in this course. Please let me know if you need any special accommodations in the curriculum, instruction, or evaluation procedures in order for you to participate fully. The McBurney Center provides useful assistance and documentation regarding physical, learning, sensory, or psychological disabilities: 263-2741, 263-7956 (TTY); 702 W. Johnson St. Suite 2104 or www.mcburney.wisc.edu. If you have a “visa” from the McBurney Center for special accommodations, please give me a copy of this the first week of class. If you need to meet with me about your needs, please come to office hours or email me for an appointment.
Final grades will be determined according to the following official UW grading scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>AB</td>
<td>88-92</td>
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<td>B</td>
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<td>70-77</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>below 60</td>
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If you have questions about a grade, please talk to me!

**Late, Missed or Incomplete Work:** Late work will be accepted ONLY in cases of serious illness or emergency. Late work will be penalized by one half of a letter grade lower per day late; i.e.: an “A” paper one day late shall be an “AB” paper. No late assignments will be accepted beyond one week. After one week, any late or missed work will be graded as an “F”.

An **note on cheating and plagiarism:** DON’T DO IT. If you feel a need to cheat or plagiarize, come see me before you do, and we can talk about other ways to succeed in the class. If you are caught attempting to represent someone else’s work as your own or cheating in any other manner you will be subject to university discipline under rules published by the Board of Regents (UWS 14). If you have any questions regarding University policy, or what constitutes plagiarism, you can refer to the University Code of Conduct at this website: [http://www.wisc.edu/students/saja/misconduct/UWS14.html](http://www.wisc.edu/students/saja/misconduct/UWS14.html). The writing center also provides a guide on proper acknowledgement of sources. If you are at all unsure of how to properly use sources, to avoid plagiarism please download and read this guide, available at this link: [http://www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf](http://www.wisc.edu/writing/Handbook/Acknowledging_Sources.pdf).

**Classroom Etiquette & Electronic Devices:** Please arrive on time. And turn off your cell phone. Texting or talking on your phone or other handheld device is a distraction to the students around you, and to me. Please do not text or talk on your device in class.

**Schedule of Topics, Readings & Assignments:**
All readings listed for the day are required. Please complete them before coming to class, preferably with careful notes, so that you are ready for a lively discussion.

**Note:** I may change this schedule as needs arise in the class**

**I. Gender and Politics in Latin America**

*In this section of the course we will ground ourselves in key concepts by answering the questions: What is gender? How do we define politics? Why does gender matter for politics? How have gender relations traditionally been conceptualized in Latin America? What is intersectionality? Why does it matter?*

**DINNER GET-TOGETHER (REQUIRED): Wednesday September 2, 5:45 PM Sterling 3401**
Evening get-together and community-building featuring Latin American food.

**September 3: No Class – Professor Ewig is attending the annual American Political Science Association Conference in San Francisco.**
September 10: Meet in Room 231 Memorial Library! Discussion of Marianismo in Latin America & Library Resources for Research Papers

We’ll start class with a discussion of the readings. We’ll then have a presentation by Latin American Bibliographer, Paloma Celis Carbajal on library resources.


September 17: Machismo, Intersectionality and a little on Nicaragua

- Read chapters 1-17 of *Country Under my Skin*.

Optional On your Own this Weekend: Saturday, September 19 | 7:30pm

*Sierra Maestra* performs as part of the Madison World Music Festival at the Willy Street Fair  [go.wisc.edu/worldmusicfest2015_900_and_1000_blocks_of_Williamson_Street](go.wisc.edu/worldmusicfest2015_900_and_1000_blocks_of_Williamson_Street)

II. Gender and Revolution: Comparing Nicaragua & Peru

This section of this course will consider how an analysis of gender and women’s participation informs traditional understandings of revolution. Moreover, we will consider specific questions such as: Why do women join revolutionary movements? Are revolutions sufficient to change unequal power relations between women and men? Have revolutionary movements in Latin America opened up or closed political spaces and opportunities for women?

September 24: Why Do Women Rebel? Revolution in Nicaragua

- OL Kampwirth Introduction and Chapter 1 (pp. 1 – 44
- Finish Reading Belli, Gioconda. *Country Under My Skin*.

October 1: After the Revolution: Nicaragua

*Research Question and Initial Bibliography Due at Start of Class *


October 8: Andean Anomalies? Women and the Shining Path in Peru

* Assignment of Groups for Collective Projects*


October 15: After the Revolution: Peru

*Revised Research Question, Literature Review and Extended Bibliography Due by the start of class time*


In Class: View Portions of Peruvian Truth Commission Testimonies

III. Gender, Authoritarianism and Democratic Transitions: Chile & Argentina

This section explores the gendered nature of authoritarian regimes and democratic transitions. We will analyze the ways in which women’s and men’s roles are framed by authoritarian regimes and how framing and re-framing of gender roles is used by women to facilitate protest for and against authoritarian regimes. Consider these questions as you read: How was gender utilized by women to change regimes from democratic to authoritarian? How did authoritarian regimes utilize gender to maintain power? How successful were such tactics? Do they differ dependent on the country? How did women use gender to promote democratic transition? How do the roles of women in the Chilean and Argentine transitions compare? What role does a human rights discourse play in each case?

SOCIAL AND INTELLECTUAL EVENT (REQUIRED): Tuesday, October 20

Meet at 6:30 to socialize at the Memorial Union followed by a public lecture 7:30-9pm featuring Telmary Diaz: "Hip Hop in Cuba"
Fredric March Play Circle, Memorial Union | 800 Langdon Street

October 22: Right Wing Women Topple President Allende in Chile

* Collective Projects Identified and Submitted in Class*

*Meet this week with your Writing Fellow*

• Baldez Chapters 1 -5
In Class: View a portion of *In Women’s Hands (segment 5 of the Americas series)*

**October 29: Women and the Chilean Transition to Democracy**
- Baldez Chapters 6, 7, 8

In Class: View the rest of *In Women’s Hands (segment 5 of the Americas series)*

**November 5: Argentina: The Mothers and Grandmothers of the Plaza de Mayo**

In Class: View *Las Madres de Plaza de Mayo*

**IV. Gender & Democracy**

*In this section we consider the opportunities and challenges facing women in the formal political sphere in Latin American democracies. Has democracy been positive or negative for women’s political participation? How successfully have “women's machineries” (government institutions designed to serve women’s interests) served women in Latin America? Can we identify a common “women’s interests”? What implications have quotas and revolutions had for women’s formal political representation? What does it take to pass “feminist” legislation? What difference does a women president or mayor make?*

**November 12: Women Politicians**

* Full Draft of your Research Paper Due*

**November 19: Women Presidents**

* Meet with your Writing Fellow this week*
November 26: Thanksgiving, NO CLASS.

December 3: “Orbits” of Feminist Activism in Democratic Latin America

December 10: Sharing Collaborative Group Projects
  *Presentation and Submission of Group Projects in Class*

*Final Research Papers Due 9AM Monday December 14 via Dropbox on Learn@*
Appendix I: How to Grade Your Participation

1) Attendance points
   - If you show up on time and stay the whole class period, you earn full credit. If not, adjust accordingly.

2) Attention points
   - If you pay attention to the conversation, give yourself full credit. If you read a magazine, do a crossword puzzle, or take a nap, adjust accordingly.

3) Preparation points
   - If you read all the readings, give yourself full credit. If not, adjust accordingly.

4) Participation
   Participation points gauge several aspects of course involvement. They reflect whether you have understood the basic issues, engaged with the material, volunteered your opinions, and listened to your classmates. Choose the category (and the point assignment) that best fits your situation.

Category A—no participation
   did not participate in discussion
   0

Category B—good participation
   answered a question when directly asked
   volunteered an item for a board list
   1

Category C—better participation
   asked a question
   participated in small group discussion
   voluntarily offered an interpretation of an event or reading
   voluntarily offered a summary of a reading
   2

Category D—best participation
   advanced the conversation by building on the efforts of your peers
   brought two comments or articles in conversation with each other
   helped clarify a confusing text or claim
   offered to play the devil’s advocate
   3

I generally accept the grade you offer, but I have the final authority. Make sure you describe on the participation chart how you arrived at your number.
The discussion format is based upon the notion that students can and do learn from each other. To acknowledge this, **one bonus discussion point will be assigned by your peers (a “valentine”).** At the start of each class you will receive two blank valentines. After every discussion, you will indicate on each valentine which two people you believe contributed most valuably to discussion that day and explain why. Please note that this is not a reward for sheer quantity. Instead, perhaps someone asked one question that you made you rethink an issue. Perhaps somebody brought two disparate strains together in a way that enlivened discussion. Perhaps somebody dared to offer a contrary opinion. Perhaps someone rephrased what you were trying to say in a way that helped others understand. Maybe someone helped you finally understand discourse analysis. Carefully consider which of your classmates helped you engage, understand, and analyze the material.