



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**HIST 4364.001.24507 Global Perspectives in Women's & Gender History**

Monday, Wednesday 11:00-12:15 pm

CAB 219

(January 21– May 13, 2025)

Texas A & M San Antonio

Spring 2025

**Instructor:** Dr. Sandra E. Lara

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**Office Phone:** 210-784-2809

**Office Location & Hours:** CAB 318C Tuesday & Thursday 12:15-2:15 pm

(Virtual Office)

<https://tamusa.zoom.us/j/2079918482?pwd=bLFUclJESkpoRFJaQkE1OUlJUjltZz09> available by appointment

**Course Description**

This course offers a global lens into the lives of women and men from the Pre-Columbian to the modern period, and discussions will center around these main topics: gender construction; family and nation building; revolution; and globalization. Using a variety of texts—biography, testimonials, films and other secondary literature—we will explore the history of women and analyze gender relations in Mexico, Guatemala, the Southern Cone, Europe and the U.S. Through the readings and film we will consider how women and gender relations are socially constructed? How race, ethnicity, class, gender, and sexuality intersect? We will deconstruct stereotypes and symbols, such as marianismo and machismo, to obtain a more realistic perspective of women's and gender history. Our goal is to examine how gender as a category has shaped historical development. Drawing from an interdisciplinary framework we will utilize feminist theory and writings by historians and anthropologists to examine the ways that normative roles for male and female behavior affect the construction of the family and shape the sexual division of labor; how patriarchal structures develop and why they change; the gendered construction of political discourse and state formation; and the ways sexuality shapes class and racial hierarchies. A second goal is to understand differences and commonalities among women's lives and understand how these lives changed over time. Last, we will examine the notion that there are multiple masculinities that intersect with a range of areas including race, ethnicity, class, sexuality and gender identity.





### Learning Goals

1. Think critically about how gender as a category has shaped historical development.
2. Understand differences and commonalities among Latin American women's lives, and understand how these lives changed over time.
3. Analyze and interpret primary and secondary sources.
4. Improve written and communication skills.

### Course Materials

- 1) Linda Hall, *Dolores del Río: Beauty in Light and Shade*. (Stanford University Press, 2013). Ebook through university library.
- 2) Elisabeth Burgos-Debray, editor, *I, Rigoberta Menchú, An Indian Woman in Guatemala* (Verso, 1984). Ebook through university library
- 3) \*Other readings are available on BB. We may supplement/alter readings as necessary.

### Course Requirements & Assignments

#### **Course requirements:**

Attendance 10% (LMS will drop lowest 4 absences)

Weekly Assignment Participation 10% (Student-led Discussions; Posting Reading Questions to Guide Discussions)

(3) Exams 60%

Food Project 20%

**Grade Scale:** A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

#### **Make-up Exam Policy:**

Exams only will be given on the date assigned on the course calendar. Makeup exams only are allowed for emergencies such as debilitating illness, a death in the immediate family, and religious or school functions. In any case, documentation must be provided in order for the student to be allowed a make-up exam. Missed exams must be made up within a week at the testing center. The testing center has its own policies and procedures. Students must register for an exam appointment at <https://www.tamusa.edu/academics/testing-center/index.html>

The testing center does not accept walk-in's. Students must register 12 hours in advance of the day you want to test. Once you have scheduled the test, send me a courtesy email to let me know what day to expect it so that I can pick it up. As you noticed, these are all steps that are initiated by the student, and not the professor--that's more work on the student. At the discretion of the instructor, the make-up exam may not be the same format as the class exams. The Testing Center exam is the final make-up available so if you miss this second opportunity, you will receive a 0.

**Blackboard:** This course has a Blackboard site. The syllabus, additional reading assignments, and study guides will be posted there, as well as announcements and grades throughout the semester. I do not post lecture notes online—you must attend class and take your own notes. If you are absent, you will need to get lecture notes from someone else in the course.

Laptop computers may only be used during class time to take lecture notes. Any other purpose is not allowed.

**University Email Policy and Course Communications:** All correspondence between the instructor and students must occur via University email accounts. You must have Jaguar email account ready and working. The instructor will distribute course materials, including announcements and updates, via Blackboard, so students should log in to the course site in Blackboard regularly.

### **IMPORTANT POLICIES AND RESOURCES**

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at [dss@tamusa.edu](mailto:dss@tamusa.edu). Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

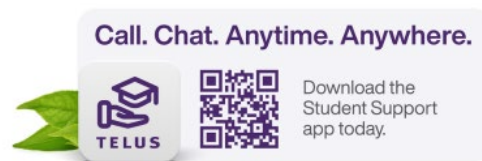
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu), calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit [tamusa.edu/studentcounseling](http://tamusa.edu/studentcounseling)

*Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').*

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all



A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator ([titleix@tamusa.edu](mailto:titleix@tamusa.edu), 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status ([titleix@tamusa.edu](mailto:titleix@tamusa.edu); 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.

3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

### **No Use of Generative AI Permitted**

HIST 1301 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT and Grammarly. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Important Dates:

January 21	First day of class
March 10-15	Spring Break
April 21	Last day to drop with an automatic "W"
April 28	Last day to drop a course or withdraw from the University

May 5	Last day of classes
April 18; May 6	Study Day – No classes
May 7-13	Final exams

*The complete academic calendar is available online: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.tamusa.edu/academics/documents/AY2025-Academic-Calendar.pdf*



## READING AND ASSIGNMENT SCHEDULE

Instructor reserves the right to modify the readings and assignments to accommodate the pace of the class.

### Week 1: Introduction

#### January 22:

1. Welcome and introductions
2. Syllabus

### Week 2: Gender as a category of analysis: Parallelism, Complementarity and Flexible Patriarchy

#### January 27:

1. Other: READ select excerpts Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (December 1986): 1053-75. BB (Learning Goal, LG 1, 2)

#### January 29:

2. READ Susan Kellogg, "Warriors and Working Women: Gender in Later Prehispanic Mesoamerica" in *Weaving the Past* 19-41. (On BB scroll to chapter 2) (LG 2)
3. In the reading, a) consider similarities/differences between three major groups: Mexica, Nudzahui and Mayan society; b) examine theoretical representations of gender such as gender parallelism, gender complementarity, and "flexible patriarchy." (LG 1 and 2)
4. READ Mixeca Primary Source

### Week 3: Gender Ideology

#### February 3:

1. READ Susan Kellogg, "Warriors and Working Women: Gender in Later Prehispanic Mesoamerica" in *Weaving the Past* 41-51. (Focus on Andes' section, pages 41-51) (LG 2)

#### February 5:

1. Sterling, *The Five Sexes Revisited*

### Week 4: The Global Politics of Gender

#### February 10

1. Chandra Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses" 333-54.
2. Evelyn P. Stevens "Marianismo: The Other. Face of Machismo," 3-17

#### February 12:

1. READ Mary Wollstonecraft
2. Read Sor Juana Excerpts

### Week 5: From Philosophy to Literature

#### February 17

1. Discussion & Review

#### February 19:

Exam #1

### Week 6: Body, Beauty, Power

#### February 24:

1. **READ** Linda Hall, Dolores Del Rio
2. **Mexican Revolution to Postrevolutionary Period Lecture**

#### February 26:

1. **Discussion & Film, Frida Kahlo**

### Week 7: Sexuality

#### March 3:

1. READ Linda Hall, Dolores Del Rio
2. Film, Frida Kahlo

#### March 5:

1. Discussion & Film, Frida Kahlo

### Week 8: Spring Break March 10-15

### Week 9: Women & Revolution

#### March 17:

1. Linda Hall, Dolores Del Rio
2. Read Elizabeth Salas, Soldaderas in the Mexican Military: Myth and History (University of Texas Press, 1990), 36-52, 67-81. BB (LG 2)4.
2. Optional: Read Gabriela Cano, "Unconcealable Realities of Desire: Amelio Robles's (Transgender) Masculinity in the Mexican Revolution" in Jocelyn Olcott, Mary Kay Vaughan, and Gabriela Cano, eds. *Sex in Revolution: Gender, Politics, and Power in Modern Mexico* (Duke University Press, 2006), pgs. 35-56. BB (LG 1)

**March 19:**

Discussion of book & Images

1. What do these images/lyrics reveal about male-female relations? Soldadera Images (primary documents), in class. (LG 4)
2. Listen to corridos. (LG 3)

Week 10: Catch Up week

**Class Meets March 24 & 26**

TBA...if we're all good we'll go into next topic

Exam #2

Week 11: Indigenous Women in Guatemala

**April 2:**

1. Watch film "When the Mountains Tremble" 1 hr and 30 min  
<https://www.youtube.com/watch?v=a4rG8nmgRw4>
2. READ Elizabeth Burgos-Debray, ed. *I, Rigoberta Menchu: An Indian Woman in Guatemala* (London: Verso, 1983). Read "Gender Ideology: Indigenous Women in Guatemala" Chs 1-3, 10, 11 (LG 1, 2)
3. Lecture U.S. Intervention in Guatemala during the Arbenz administration

**April 7:**

1. Discussion film and readings

Week 12: Indigenous Women in Guatemala

**April 14:**

1. READ I, Rigoberta Menchu "Hardships" Chs 4-8; 12-14
2. Read *Concienciación* (Empowerment & Self-Awareness) Chs. 15-16; 21-23; 32

**April 16:**

Discuss the Readings

Week 13: Activism Guatemala

**April 21:**

1. Read "Women & Religion" Ch 17-18
2. Read "Activism," Chs 24-28; Ch 30-31; 33; 34

**April 23:**

Exam #3

Week 14: Dictatorship & Revolutionary Motherhood

**April 28:**

1. Watch film The Official Story (more details later)

**April 30:**

1. Guest speaker Marcial Martinez on “Torture and Dictatorships”

Week 15: Student Projects

1. Work on final project

Week 16: Final Projects

**May 5:**

**Final Project Due**  
**Student Presentations Due**