Sex and Honor in the Nineteenth Century Hispanic World

History 399
Winter 2015. TR 12-1:20pm, 189 PLC, CRN 26816

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Office Hours:
Thurs 2-4pm and by appointment

COURSE DESCRIPTION
The nineteenth century was pivotal for the Hispanic world, as it began with wars of independence throughout Spanish America, the collapse of most of Spain’s empire, and the creation of most of the independent countries we know today throughout the Western Hemisphere. Spanish America and Spain then experimented with the “modern” ideals of liberty, equality, representative governance, open markets, freedom of expression, etc. Though these ideas sounded good on paper, this transition brought a great deal of violence and instability. This course examines this critically important period through the lens of gender, which was central to these new “modern” ideas because a person’s ability to fulfill the role of an honorable man or woman came to mean the same thing as being a good citizen. A “bad” man or woman was a bad citizen, and thus a threat to society, the state, the family, the Church, and the entire republic. However, the honor code and traditional gender roles did not always fit well in this new age of equality and freedom. Did independence mean that young women could now choose their own husbands, or that husbands could no longer hit their wives? If a husband couldn't control his wife and children, could he still be a good man and enjoy full rights as a citizen? Would the country slip into chaos if illiterates got the vote? Could the republic stand if black or Native American men ran for political office, just like whites? Why should non-whites fight in national wars if the country’s leaders still considered them to be inferior? We will consider this period, and these questions, through an examination of original sources and scholarly research. In so doing, we will explore issues that resound in our contemporary world, as many peoples today struggle with the conflicts between their traditional values and the new realities that come from democracy, a globalized economy, and the very troublesome ideals of equality and freedom.

READINGS:
The following items are available for purchase in the campus bookstore.

• Course Packet: “Sex and Honor…”
EVALUATIONS

Map quiz (Jan 15) 2%
Presentations 5%
Reading (23%)
  Reading paragraphs 15%
  Peer critiques of reading paragraphs 8%
Papers (50%)
  Paper 1 Draft 1 (Jan 26) 10%
  Paper 1 Draft 2 (Feb 9) 10%
  Paper 2 Draft 1 (Feb 23) 15%
  Paper 2 Draft 2 (March 9) 15%
Final Exam (March 19, 8am, Location TBA): 20%
Participation (+/-)

1) Map Quiz: Identify the names and capitol of modern mainland Spanish and Portuguese America plus Cuba (not other islands or the Guyanas).
2) Reading: Starting week 2, in Blackboard you will write weekly paragraphs that analyze the reading assignments. Each week you will also comment on the paragraph of one other student, offering useful suggestions for improvement. Your reading paragraph and comments with the lowest scores will be dropped from your final grade.
   a. Reading paragraphs due each week by 10:00am on Thursday (start Jan 16).
   b. Peer comments are due the following Monday by 12noon.
3) Presentations: Each student will give us a short presentation, five minutes or less, on that day’s reading (excluding the textbook). The presentation should discuss the content of the reading, draw connections to other course material (from lecture/readings), and initiate class discussion with a question to consider. Students choose the day for their presentation.
4) Papers: You will write two papers that analyze the course reading. I will return each paper to you with comments, and you will write a revised draft that incorporates my comments. Grades for the papers includes the papers themselves and how well you incorporate your professor’s critiques.
5) Final exam: Will be comprehensive, based on both reading and lecture materials.
6) Participation: I can increase/decrease your course score by 1/3 of a letter grade based on your participation in class. For instance, your grade could move from a B to a B- or B+ based on whether you consistently participate in class in a way that is thoughtful, respectful, demonstrates you are doing the work, and improves the discussion.

Grading: Numbered scores correspond to letter grades as follows: Numbers in the 90s are As, the 80s are Bs, the 70s are Cs, the 60s are Ds, and below 60 is an F. Plusses and minuses work as follows: 80-82 = B-; 83-86 = B; 87-89 = B+. Any decimal below .5 gets rounded down, any decimal of .5 or above gets rounded up. So 86.4 becomes 86, which is a B; 86.5 becomes 87, which is a B+.
COURSE POLICIES
1. Attendance: You are expected to attend each class, to have finished the reading assignment before class, and to participate in discussion.
2. Respect: Mutual respect and courtesy are necessary for the course to be a success. No eating noisy or fragrant food, talking, listening to music, or reading the newspaper in class.
   a. Cell phones: Turn off your cell phones before class starts; Professor Zahler has the right to answer any in-class calls or texts that you receive.
   b. Computers: You may use a computer during class time for taking notes but not for extraneous activities; computer users should sit in the front of the class.
3. Late assignments: The reading paragraphs/comments have a firm deadline and will not be accepted late. You can submit papers late and you will lose points on late assignments at a rate of 10pts/day. You can get an extension if you have a legitimate reason (e.g. health problems, a death in the family, imprisonment, alien abduction, etc.). Legitimate reasons require supporting evidence. Snowboarding on Mt. Bachelor is not a legitimate reason.
4. You may not sell class notes to other students. You may not use Blackboard for commercial purposes or to advertise items for sale. Use of services that sell course notes is prohibited because they contradict the educational purpose of this course.

ACADEMIC INTEGRITY:
Any work you submit must be your own and must be produced exclusively for this class – plagiarism and cheating will not be tolerated. All ideas from other sources must be properly cited. For further information on this subject, as well as guidelines for proper citation, see the Student Conduct Code and Plagiarism Guide for Students. Consequences for plagiarism or cheating can include a “0” on the assignment and an F in the course. Consequences for repeated offenses can include suspension or expulsion from the university.

LEARNING OBJECTIVES
In this course, we will learn not only a body of historical information but also will refine a set of intellectual skills that apply to any professional career path you will pursue. In this course you can expect to learn:
• Major political, economic, and cultural trends in the Hispanic world (Spain and Spanish America) of the long nineteenth century
• How to use gender and honor as analytical lenses to gain deeper understanding of this course’s particular period and the interaction of political, economic, cultural, and social forces more broadly
• How the discipline of history uses primary and secondary sources, and works with inconsistent or contradictory evidence
• How to use analysis, evidence, and critical questions to understand complex situations
• Improved communication skills: How to deliberate orally in public, and how to write a clear essay with an evidence-based argument
SCHEDULE

A brief note on the reading assignments:
• Complete readings before the class for which they are assigned, in the order listed.
• Before you start the weekly readings, look at the “Reading Prompts and Suggestions” (Blackboard>> Course Documents >> Reading) for instructions, context, and reading paragraphs prompts.

Reading Codes:
Readings in the syllabus will be marked as follows:
“TB” for the textbook
“DLA” for Documenting Latin America
“CP” for Course Packet

Late Colonial Period
Week 1: Spanish America’s Late Colonial Period
Jan 6: Introduction

Jan 8: Colonial structures
• TB: Chapter 1: “A New People and Their World”

Week 2: Colonial gender and honor
Jan 13:
• Lyman Johnson, The Faces of Honor: Intro, Chapter 3

Jan 15:
• Lyman Johnson, The Faces of Honor, Ch 5, 7)

* Map Quiz

W3: Social change and tensions
Jan 20:
• CP: Colonial Lives, Chapters 17, 18, 21

Jan 22:
• CP: Early Modern Spain
  o Benito Feijóo (1737); Josefa Amar (1786); Laws of the Bourbon Monarchy
• CP: Documenting Latin America, v1: Chapter 21
• CP: The Mangy Parrot, 11-15 (4pp)
Independence
Week 4: Independence
❖ Jan 26: Paper 1 Draft 1 Due

Jan 27:
• TB: Chapter 3: “The New Nations of Latin America”
• CP: Latin American Independence, Chapter 11 (Constitution of Cádiz)

Jan 29:
• CP: Latin American Independence, Chapters 17, 18, 26, 32

Early Republican Period (1820s through ~ 1860s)
Week 5: The Troubles with Independence
Feb 3:
• TB: Chapter 4: “Regionalism, War, and Reconstruction”
• DLA, Chapter 5

Feb 5:
• CP: Juana Manuela Gorriti, Dreams and Realities, Ch 4 and 5

Week 6: Gender, Family, Law
❖ Feb 9: Paper 1 Draft 2 Due

Feb 10:
• CP: Elizabeth Dore, “One step Forward, Two Steps Back”

Feb 12:
• CP: Sarah Chambers, “To the company of a man like my husband”
• DLA: Chapters 10, 11

Week 7: Family and the State
Feb 17:
• CP: Sarah Chambers, “Letters and Salons…”
• CP: Women Through Women’s Eyes, Chapter 2 (Flora Tristan)

Feb 19:
• DLA, Chapters 6, 8, 12
  ○ [Chapters 6 and 8 available via Blackboard >> Course Documents >> Reading]

Stability, progress, and Neo-colonialism (~ 1860s – ~1910)
Week 8:
❖ Feb 23: Paper 2 Draft 1 Due
Feb 24:

Feb 26:
- Guest lecture: Professor April Haynes:
- No reading assignment.

Week 9:
March 3:
- CP: Derek Williams, “The Making of Ecuador’s Pueblo Católico, 1861-75” in *Political Cultures in the Andes*

March 5:
- CP: *Madres del verbo.* Gertrudis Avellaneda, pp144-48, 171-88
- CP: *Rereading the Spanish American Essay*  
  o Gertrudis Avellaneda, Intro and “Women,” pp23-39  

Week 10:
- March 9: Paper 2 Draft 2 Due

March 10:
- DLA, Chapters 14 & 15

March 12:
- Wrap up and Review

Final Exam: Thursday March 19, 8am. Location: TBA