This Capstone course focuses on a variety of issues dealing with gender, sexuality, and family history from the pre-Columbian period to the present in Latin America. We will examine such issues as gender expectations, marriage, and sexuality and how these issues intersected with race and class. The class also will focus on gender in the political and economic development of Latin America. Lectures, films, and readings are chosen to, not only deepen the student’s understanding of the issues, but to generate discussion. This course entails substantial reading and writing, intensive discussion, and a research project.

[Prerequisites for Capstone courses are junior or senior standing and completion of all General Education courses that build Core Objectives 1-3 and satisfy Core Objectives 4-8.]

**CORE OBJECTIVES**

This class satisfies Core Objectives 10 and 13 of the Silver Core Curriculum.

CO10 - Diversity and Equity: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to those goals.

CO-13 – Integration and Synthesis: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

In addition, students will integrate knowledge and skills in Core Objectives 1 and 3, reinforced throughout the curriculum in courses fulfilling core and major requirements.

**Student Learning Outcomes.**

1. Identify and analyze major developments in Latin American gender and sexuality history (CO 10, CO 13)

2. Identify and evaluate major theoretical concepts in gender and sexuality studies, with a focus on their relevance and application in the field of history. (CO 10, CO 13)
3. Analyze sexuality and gender in relation to structures and histories of race, class, and citizenship in Latin America. (CO 10, CO 13)

4. Synthesize information by writing critical responses and a final, theoretically grounded, research paper related to the course content. (CO 10, CO 13).

Required Books.


Required Articles.


Course Requirements

Informed participation in discussion of films and readings – 20%
10-15 minute Presentation of Article – 10%
Five readings responses about the readings/films - 40%
3-page Draft Bibliography and proposal – 10%
10-page Research Paper – 20%

The Plus/Minus system of grading applies in this course.

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Participation.

In this class, our common goal should be to create a friendly atmosphere that is conducive to discussion and questions. This class relies heavily on discussion to analyze readings and advance your understanding of scholarly methods and course ideas. Take part in all class discussions and activities.

Article Presentation.

Two students working together will be asked to read and present one article on the syllabus. This article presentation should include the main points of the article, sources consulted by the author, and scholarly framework employed.

Reading Responses. A 3-page (double spaced and typed) written response is due in class each week noted on the schedule. Further instructions will be given out in class before the response is due.

Bibliography and Proposal. Write a 3-page (double spaced and typed) proposal discussing the topic you have chosen for your research paper. Include a bibliography of at least five secondary sources.

Research Paper. Write a research paper of 10 pages integrating information, methodology, theoretical approaches gleaned from class readings and independently researched material on a topic of your choice related to some aspect of Latin American gender and sexuality.

Graduate Students.

Graduate students are expected to participate in class (20% of the grade), read all classroom readings, and submit two historiographical papers (40% each; 8-10 pages each), the topics of which will be determined in conjunction with the professor. In addition, graduate students will attend three separate graduate seminars to discuss and present their historiographical papers.

Cellphones and Computers.

Please remember to turn off your cell phones during class and stow them. You are welcome to utilize a computer to take notes during lectures; however, it should not be utilized to check your email, your Facebook account, or play games, etc. while in class. Please be courteous and wait until our class is over to engage in such activities.

Packing Up.
Please refrain from packing books and other items until the instructor formally ends the class.

**Email Correspondence.**

Please make sure that you identify yourself when you send a message to the professor, as well as use proper salutations. For example, “Dear Dr./Prof. Curcio: this is Robert/Sally and I was wondering when you planned to teach that fabulous course on the Mexicas?”

Also please note that I send out messages, assignment instructions, study guides, and even primary sources, etc. via email. Consequently, **please make sure that I have your most up-to-date email address and do check your email regularly.**

**Students with Disabilities.**

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be requiring assistance, please contact the instructor and the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

**Academic Dishonesty Policy.**

Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student’s enrollment without a grade, giving an F for the course or for the assignment. Please note that in History 442 academic dishonesty (cheating, plagiarism, etc.) will result in a grade of F for the course.

**Taping Class.**

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class might be recorded.
Class Schedule.

Week 1  Introduction; Gender, Machismo, Marianismo and Latin American Feminism

Marriage, Sexuality and the Family in Aztec Society


Week 2  Marriage and Sexuality in Aztec Society

Marriage and Sexuality in Inkan Society


Week 3  Sexuality and Marriage during the Colonial Period


Week 4 Afro-Latin American marriage and sexuality

Discussion of Licentious Liberty in class
Reading Response #1 due in class

Week 5 Research Proposal and Bibliography due in class
Marriage and Sexuality during the National Period


Week 6 Discussion of Runaway Daughters in class
Reading Response #2 due in class

Patriotic Motherhood (Feminist Movement #2)


Week 7 Film: The Official Story


Week 8 Reading Response #3 due in class

Gender and Revolution


Week 9 Gender and Revolution
  Film: Alla en el Rancho Grande

Week 10 **Reading Response #4 due in class**


Week 11 Dictatorship, Democracy and the Feminist Movement (#2)
  Response


Week 12 **Discussion of Making Up the Difference**
  **Reading Response #5 due in class**

Women in the Formal and Informal Economy


Week 12 Film: Susana
Week 13  Gender Relations and Sexuality Today


Week 14  Film: Eu, tu, eles

Week 15  Draft of Research Paper due by 5pm at lindacurcio@unr.edu

Homosexuality, Gay Rights and Trans-gender identities

Tamil Kendall; Cristina Herrera; Marta Caballero; Lourdes Campero, “HIV Prevention and Men Who have Sex with Women and Men in Mexico: Findings from a Qualitative Study with HIV-Positive Men,” Culture, Health & Sexuality, Vol. 9, No. 5 (Sep.-Oct., 2007): 304-328.


Week 16  Research paper workshop

Final Exam date: Research paper due