Women in Latin America
Anthropology 210 (cross-listed LAC210 and WST210)

Summer Session
Class meets: asynchronous online

June 1 to June 26, 2026
ANT/LAC/WST 210 – Women in Latin America, on-line section
Professor Victoria Sanford
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Course Description: This course provides an anthropological overview of women and gender struggles in Latin America and also includes political, social, economic, legal and literary perspectives as we consider the historic and contemporary roles of women in Latin American society. We will draw on different disciplinary and methodological approaches to unpack the intersections of race, ethnicity, class and gender. We will read key writings on Latin American and Caribbean women's resistance to injustice. We will consider the relationship between gender violence and women's human rights as well as citizen rights – particularly different modes of protest. Readings include a ranges of women writers from Latin America addressing women's experiences struggling for inclusion and equality in peace and war.

Course Objectives: This course is designed to:

- Develop familiarity with the main issues, themes and debates about women and gender in Latin America;
- Develop knowledge of different approaches to the study of women and gender;
- Develop knowledge about the role of anthropologists and their research on gender and women's issues in Latin America;
- Improve research and writing skills;
- Improve critical thinking skills;
- Improve the organization of ideas and the logic of arguments;
- Improve written expression of ideas.

Course Structure:

- This course will blend assigned readings in an online seminar and workshop format.
- Seminar and Workshop Activities will take place in Discussions on Bright Space.
- Discussions will focus on assigned reading, related topics, and response papers.
- All coursework is submitted online via Bright Space or email as directed in syllabus.
- All work and communication will be done on Bright Space and via email.
- If you have questions about class content or assignments, email me Victoria.sanford@lehman.cuny.edu.
- If you have **technical issues** or need help with how to use Bright Space, **contact the IT Help Desk**. If you need help, go to the IT help Desk in Carman Hall or call 718-960-1111 now.

- Use your Lehman email account when contacting me. **Do NOT use your personal email** account as I receive many emails every day and prioritize Lehman emails.
- All class emails go to Lehman accounts, not personal accounts, so check your Lehman email every day.
- Class discussion on Bright Space will take place in Discussions and will focus on assigned reading, related topics, and one page response papers to assignments.
- There will be daily reading, discussion board assignments, and a final exam.
- NOTE: Each day in Summer Session is the equivalent to one week of a semester.

You are expected to:

- Participate in Bright Space discussion in a meaningful way (this means having comments relevant to the reading and assigned activities).
- Keep up with the reading.
- Submit written assignments on time. Late Submissions will receive a 25% grade deduction. Legitimate reasons for late submission (such as student health emergency or family issue) require documentation in a timely manner to avoid the 25% grade deduction.
- If you have some personal issue impeding your ability to get the work done, contact me sooner, rather than later to develop a workplan.
- Submit your own original work. **Plagiarism = F, really**.
- ***No AI-generated work. I can recognize it immediately. DO NOT use AI.***
- Use quotation marks and proper bibliographic references when citing the work of others. Go to http://www.chicagomanualofstyle.org/home.html. Please follow the Chicago Manual of Style.
- Keep up with the class and class syllabus.
- Complete all reading assignments each week.
- Review all course documents on Bright Space (Syllabus, Class Schedule, Anthropology Department Paper Guidelines).
- Review the Anthropology Department Paper Checklist prior to posting your Discussion Board Response Paper.
- Email me if you need help or have questions.

*If you are a **student with a documented disability** on record and wish to have a reasonable accommodation made for you in this class, contact me immediately.*

*If you **must miss a class activity for a religious holiday**, please notify me, in writing, one week prior to the class you expect to miss in order to be excused (assignments due on a particular day must still be turned in on or before the due date).*

Course Evaluation:

- Discussion postings are graded for content, grammar and style. Each assignment should be 1-2 pages (250-500 words). The Discussion Posting is your opportunity to demonstrate to me that you have completed the assignment and can

explain the central arguments of the reading. Thus, in your Discussion Posting, refer to *the assignment* in your response and use examples from assigned reading as well as citations. Do not use outside materials not assigned in the course unless specifically requested to do so.

- All assignments are due by midnight on the due date unless otherwise specified.
- In addition to posting your assignment, you are required to comment upon the postings of at least two of your colleagues.
    - Comments on your colleagues' postings may be done up to three days after the due date of the assignment posting. Comments should be 100-150 words and engage in the assignment rather than simply agreeing or disagreeing with a colleague's posted response. Discussion Board is our class seminar.
- All Discussion Board postings are expected to be scholarly and respectful.
- And, one more time: Plagiarism = F.

For Grading Purposes, coursework will be distributed as follows:
60 points -14 Discussion Board Assignments
30 points- Final Exam
10 points- Participation on Bright Space beyond submitting assignments (commenting on others)

Your final grade will be based on the following (standard) grade curve:
A (93-100), A- (90-92)
B+ (87-89), B (83-86), B- (80-82)
C+ (77-79), C (73-76), C- (70-72)
D+ (67-69), D (60-66), F (0-59)

Required and Recommended Books:

Required
1. Women Writing Resistance – available on Kindle at Amazon
Jennifer Browdy
Beacon Press, 2017. $11.83. ISBN: 0807088196

Required
2. Textures of Terror~The Murder of Claudina Isabel Velasquez and Her Father's Quest for Justice – Kindle available at Amazon
Victoria Sanford
University of California Press, 2023. 27.95. ISBN: 978-0502393455

Required Readings beyond books are listed in the syllabus and on Bright Space Discussion with links to access them or are available in our course documents folder on Bright Space. All links were working on May 22, 2026. If the link does not work, I am sure you can find it by searching for the document in Google. Please do let me know of any problems.

Class Schedule:

1. Re-Envisioning History
Reading: Browdy, pages 1-28, Sanford 1-16
Discussion Board Assignment 1 Due by June 2: Introduce yourself. Why are you taking this class? What do you hope to learn? What did you find surprising in this week's reading? Why? Comment on the postings of at least two other students.

2. Dialogues and Struggles for Justice
Reading: Browdy, pages 29-46, Sanford 17-36
Assignment: Consider what you have read in Sanford thus far in relationship to one or more of the essays in Browdy.
Discussion Board Assignment 2, (250-500) words Due by June 3: What is the relationship between language and the struggle for justice? Why? Relate your response to at least two of the readings. Post your thoughts on the discussion board. Comment on the postings of at least two other students

3. Poetry and Revolution
Reading: Browdy, pages 47-72, Sanford 37-53
Assignment: Screen PenAmerica interview with Gioconda Belli
https://www.youtube.com/watch?v=Q04dT-X8B_E
and interview with Padre Chepe Ideaquez's niece
https://www.npr.org/2019/04/24/711561210/pray-for-me-nicaraguan-priest-threatened-with-death-reaches-out-to-niece-in-u-s.
Discussion Board Assignment 3 (250-500) words due June 4: Gioconda Belli and Padre Chepe Ideaquez were early supporters of the Nicaraguan revolution to overthrow dictator Anastasio Somoza. However, as the years have gone by, Former revolutionary leader Daniel Ortega has become a repressive leader silencing any opposition to his government. Discuss the significance of Belli and Ideaquez challenging corruption in contemporary Nicaragua within the framework of multiple modes of resistance.

4. Politics of Language and Identity
Reading: Browdy, pages 73-90, Sanford 54-81
Assignment: With the Browdy readings as your framework, consider the ways in which course readings thus far offer examples of language as an instrument of domination, but also liberation.
Discussion Board Assignment 4 (250-500) words due June 8: Based on what you have learned in class readings, how can language be an instrument of domination? Of liberation? Give concrete examples from assigned readings (with citations). Post your thoughts on the discussion board and comment on the postings of at least 2 other students.

5. Art and Women's Resistance
Reading: Browdy, pages 91-100, Sanford 82-98

Assignment: Consider the relationship between art and women's resistance.
Discussion Board Assignment 5 (250-500) words due June 9:
Drawing on the readings, compare the different ways in which art was deployed by women resisting repression and seeking justice or change. Post your thoughts on the discussion board and comment on the postings of at least 2 other students.

6. Multiple Dialogues and Struggles
Reading: Browdy, pages 101-108, Sanford 99-115
Assignment: Consider the different struggles presented in the readings thus far.
Discussion Board Assignment 6 (250-500) words due June 10:
Write a brief statement (250-500 words) about similarities and differences of women's struggles presented in our readings thus far. In what ways are the differences (or similarities) shaped by race, ethnicity and class? Is gender a common factor of similarity? Explain your position citing examples from readings. Comment on the statements of at least two other students.

7. Gendered Observations
Reading: Browdy, pages 109-116, Sanford 116-128
Assignment: Consider the different ways each of this week's readings address "being a woman" in the world.
Discussion Board Assignment 7 (250-500) words due June 11:
Write a 250-500 word summary of your observations of the different ways a gender lens is used in each of the readings to analyze or present a lived experience. Comment on the postings of at least two other students.

8. Indigenous Justice
Reading: Browdy, pages 117-138, Sanford pages129-143
Assignment: Consider the different ways gender is understood when we also consider the struggles for indigenous justice.
Discussion Board Assignment 8 (250-500) words due June 15.
In 250-500 words, summarize what you have learned from assigned readings about the struggle for indigenous justice in Latin America, include discussion about the political struggle of indigenous women. Comment on the postings of at least two other students.

9. Testimony and First Person Accounts
Reading: Browdy, pages 139-146, Sanford, pages 144-167
Assignment: Consider how we decide what is true. How do we determine what information is factual and what information is opinion or point of view?
Discussion Board Assignment 9 (250-500 words) due June 16.
In 250-500 words, reflect on the different ways we can understand historic events and points of conflict. Which of this week's readings did you find most convincing and why? Comment on the postings of at least two other students.

Congratulations of finishing reading *Textures of Terror*!!

10. Gender, Revolution and International Human Rights Law

Reading: Browdy, pages 147-156
Assignment: Consider the different ways in which women can organize to press for societal change and social justice.
Discussion Board Assignment 10 (250-500 words) due June 17.
In 250-500 words, please draw assigned readings to consider the ways in which revolutionary movements and international human rights cases can be useful for both documenting human rights violations as well as critiquing the ways in which gender and rights violations are represented. Comment on the postings of at least two other students.

11. Power and Social Change
Reading: Browdy, pages 157-172
Assignment: Consider the different ways that power is utilized as a category in this week's readings.
Discussion Board Assignment 11 (250-500 words) due June 18.
Please summarize the main points of this week's readings paying close attention to the deployment of power as an analytical category. What did you find most surprising? Why? Comment on the postings of at least two other students.

12. Cultural Translation
Reading: Browdy, pages 173-192
Assignment: Go to https://newamericanstoryproject.org/. Read at least one story or interview of your choice.
Discussion Board Assignment 12 (250-500 words) due June 22:
Write a 250-500 word response about what you have learned from The New American Story Project and also consider other assigned readings. Be sure to cite the links you reference from the New American Story Project and the pages you reference from readings. Comment on the postings of at least two other students.

13. Poetry and the Environment
Reading: Browdy, pages 193-210
Assignment: : Go to www.amazonwatch.org. Go to News. Screen at least one video (they are short) or read a news story.
Discussion Board Assignment 13 (250-500 words) due June 23:
Write a poem or free form prose in response to what you learn from the Amazon Watch Video and also consider this week's readings. Comment on the postings of at least two other students.

14. Resistance
Reading: Browdy, pages 211-212,
Assignment: Review *The Indigenous and Tribal Peoples Convention*, 1989 (No. 169). Here is the link:
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312314.
Discussion Board Assignment 14 due June 24:
Write a 250-500 word response. Consider the following questions: What do you think is the most important part of this document for protecting the rights of indigenous people?

How do these rights relate to the video you screened last week? What steps need to be made to make human rights a cultural and political practice? Comment on the postings of at least 2 other students.

Congratulations on finishing reading Jennifer Browdy's Women Writing Resistance!!!!

June 25– Final Exam posted. The final exam will have short questions and essay options – meaning there will be a series of questions for you to answer with short responses followed by some larger essay questions from which you choose which you prefer to answer (most likely 4 questions posed/you answer two). The exam is open-book, comprehensive and will draw on all class readings and assignments. NO AI-generated papers.

June 26– Final Exam Due to me via email ~ ant210.sanford@gmail.com by 11:59 pm.

Congratulations on finishing Women in Latin America!!!
Congratulations for completing a summer session!!!