

Gender and Sexuality in Latin America

Course number: LAS366 and HIS 363k

Meets: MWF 11 am -11.50 Central Time/ online

Instructor: Pilar Zazueta

Gender is a central interpretative framework to understand contemporary Latin America and key problems concerning social organization, power relations and inequality. In this class we will use gender (and its relationship with other concepts like class and race) to understand how Latin American politics have undergone radical transformations including democratization and successful organizing to protect human rights and promote more inclusive forms of citizenship. Nonetheless, great social inequalities continue to exist, even as Latin America currently has a larger proportion of female elected officials than other parts of the world, as well as some of the most progressive sexual rights legislations and policies. We will examine these contradictions in a region that has been stereotypically associated with machismo/marianismo and other simplistic binary understandings of masculinity and femininity. In the class we will cover four interrelated topics: 1) how unpaid or underpaid labor (usually feminized) is an essential component of contemporary economies in Latin America. 2) how feminist movements and policy innovations that have increased women's participation in public life 3) the emergent LGBTQ+ and sexual rights movements in the region and how these movements have reshaped families, local governments, political parties and other social institutions 4) how ideas about beauty and sexual desirability shape family relations, the labor market and politics.

Global Cultures

This course carries the Global Cultures flag. Global Cultures courses are designed to increase your familiarity with cultural groups outside the United States. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one non-U.S. cultural group, past or present.

Calendar and readings

Readings and comment dates are available online via Canvas- Modules and discussions

Films: (all available online via UT)

The Suffragists, Mexico, 2012.

Enough Catcalling , Brazil, 2018

Maquilapolis, Mexico, 2006

Pelo Malo, Venezuela, 2013

Required Readings (by week not alphabetical).

Topic 1: Work and economics

For exact due dates see Canvas Modules. The expectation is to finish the reading by the due date (sometimes Wednesday; most times Friday- check the calendar posted on the first day of class).

Week 1-2

This is as short reading please read the instructions on the Canvas homepage.

Due August 28: Marchbank, Jennifer, and Gayle Letherby. *Introduction to Gender : Social Science Perspectives* 2nd ed. Oxfordshire, England ;: Routledge, 2014. (Chapter 1)

Week 2

Fraser, Nancy. 2016. "Contradictions of Capital and Care". *NLR*. 100: 99-117. (1)

Week 3

Tinsman, Heidi. 2000. "Reviving feminist materialism: gender and neoliberalism in Pinochet's Chile". *Signs*. 145-188. (2)

Assignment due: Maquilapolis

Topic 2: Feminisms and women's political participation

Week 4

Franceschet, Susan, Jennifer m. Piscopo, and Gwynn Thomas. 2016. "Supermadres, Maternal Legacies and Women's Political Participation in Contemporary Latin America". *Journal of Latin American Studies*. 48 (01): 1-32. (3)

Week 5

Ángela Ixkic Bastian Duarte. "From the Margins of Latin American Feminism: Indigenous and Lesbian Feminisms." *Signs* 38, no. 1 (2012): 153-178. (5)

Week 6

Rousseau, S., and A. Morales Hudon. "Paths Towards Autonomy in Indigenous Women's Movements: Mexico, Peru, Bolivia." *Journal of Latin American Studies* 48, no. 1 (February 2016): 33-60.

Week 7

Assignment due. Film: Las Sufragistas

Topic 3: LGBTQI and Sexual Rights movements

Week 9

Encarnación, Omar G. 2016. *Out in the periphery Latin America's gay rights revolution*. New York: Oxford University Press. (Ch 1-2)

Week 10

Encarnación, Omar G. 2016. *Out in the periphery Latin America's gay rights revolution*. New York: Oxford University Press. (Ch 3-4)

Week 11

Assignment #3 LGBTQ timeline

Topic 4: Beauty, sex, and citizenship

Week 12

Canessa, Andrew. "Sex and the Citizen: Barbies and Beauty Queens in the Age of Evo Morales." *Journal of Latin American cultural studies : travesía* 17, no. 1 (2008): 41–.

Week 13

Jarrín, Álvaro. 2017. *The Biopolitics of Beauty : Cosmetic Citizenship and Affective Capital in Brazil*. Oakland, CA: California University Press. (one chapter)

Week

Assignment #4 Film: Pelo Malo

Thanksgiving

Week 15-16

Assignment #5

Online learning goals and policies

This is not a normal semester for anyone. For me, face-to-face contact with students is certainly the most enjoyable part of my job. I will all be dealing with challenges, and my goal is that we all do our best to learn. I have adapted this course to achieve this goal in an online setting. But like any course, and more so now, this will be a collaboration. I am hoping that we all work together and each of us put our grain of salt to make the course a success.

Email, Communication, and Office hours

We'll use an online collaboration platform or program to engage. Slack/MS Teams/ or Closed Facebook group, to be announced. Important news will be broadcasted by email and through Canvas.

I will try to make up for the loss of classroom co-presence through encouraging class participation, group projects, Facebook and/or Slack, and office hours (individual or in groups). I will encourage students to work together on completing some of the assignments so that you maintain social connection in this time of physical distance.

I post an electronic sign-up for office hours every week. To sign up (after 08/31/2020)

Course Requirements

Please read the late assignment policy on Canvas. It is designed to offer flexibility given the current circumstances.

Zoom class attendance and Participation:

When?

Classes: Classes will be held online live in Zoom MWF 11-11.50 central time. Occasionally I may pre-record or assign an alternative instead the regular session. You should attend the class online for several reasons:

Some weeks we will meet one or two times a week.

Why live classes?

- 1) Providing some structure to your lives. 2) Maintaining to the best of our ability the conversations, Q&A, etc. that I normally have in my courses. 3) I do not enjoy teaching to an empty room; I'd rather interact with you, hear your questions and comments, maintain group discussions, etc. Class participation is encouraged for both social and academic reasons.

What are the attendance policies (Zoom)?

We're in the middle of a global pandemic, so of course I will be flexible with the attendance policy. In other words I will provide alternatives to count you "present" in the Zoom meetings (comments, engaging with the recorded Zoom sessions, exercises, etc).

You must attend at least 80% the Zoom meetings to get full credit, starting on the second week of classes.

Flexibility does not mean that it is optional for you to connect with the class/lectures or the instructor. Flexibility means providing choices to respond to a rapidly evolving situation and understanding that not everyone is able (for different reasons) to attend class (live, always).

I will post short Panopto (asynchronous) lectures. You must watch and post a comment on each of these lectures to receive credit. Instructions TBA Canvas Pages.

Will the live classes be recorded?

YES.

The class will be recorded for those who need more flexibility to access them afterwards.

What's the etiquette? Should I turn on my camera on Zoom?

During live Zoom sessions, please turn your webcam on. If you do not have a webcam, let me know. I understand that for technical reasons, people in your space, or other good reasons, you may need to turn your webcam off momentarily or for a longer period. That is fine. We cannot have a virtual classroom in which I cannot see you at all, it discourages interaction and invites distractions. Microphones will be turned on and off as needed. Interruptions for questions and comments are welcome and encouraged, and you are also welcome

to use the chat window to comment or ask questions. Please avoid distractions as much as possible while in session.

You cannot share or publish the Zoom recordings (or any class materials). There are probably commercial sites now trying to fish for lectures and materials to profit in one way or another from teachers' work, as well as attempts to restrict academic freedom. Let's protect our academic freedom and academic life from people trying to do other business with it. We also do not want to deal with liability issues.

Annotations and comments

We will be using the Hypothes.is app on Canvas to comment and annotate texts. You will be able to read and comment on other people's annotations. The annotation/comment grades will be individual.

You will practice with the Introduction to Gender Chapter 1. That is a participation exercise. Check Canvas for due dates.

The first (non-practice) annotation exercise begin on September 2.

How should I annotate/comment using Hypothes.is?

1. Questions

- Pose questions or seek clarifications about the author's key ideas
- Highlight, tag, and annotate words or passages that are confusing.
- Look up online difficult words or unknown concepts in a text and share your research as annotations.
- An annotation need not be, and often is not, an answer. A simple question can flag a word or passage for discussion

2. Close reading

- Call our attention to a key phrase or step in the author's argument
- Compare and contrast with other readings (if you wish, add a link or cite the reading)

3. Engaging

- Challenge an author's claims, evidence, assumptions, or perspective
- You can include critical assessments or praise of the readings (but you should back up your claims with evidence). Examples: "I think the reading should include X because it would help us understand Y" ; "I like the reading because it made me think about X problem".
- Avoid fallacies: <https://plato.stanford.edu/entries/fallacies/>
- Share images, videos, and links related to the text
- Propose an alternative idea that the author might have considered

4. Responding

- respond constructively to an annotation posted by another reader/classmate

What do I have to do to get full credit (pass)?

1. Each student in the class should complete 10 annotation exercises throughout the semester. Each of the ten annotation exercises should consist of at least 5 annotations of at least 25 words each. The first annotation exercise (August 28) does not count toward the 10 annotations- that's a practice exercise. It counts towards participation.
2. Comments/annotations should NOT be a summary of the reading
3. Annotations should be relevant (See: questions, close reading, engaging)
4. Comments/annotations should NOT be concentrated in a single section of the reading, the introduction for example.
5. Check due dates and times on Canvas
6. Write paragraphs or full sentences.
7. IF YOU MISS ONE OR MORE COMMENTS/ANNOTATIONS- you can post them after the due date and before the last day of class. If you post more than an hour late you'll get a 0.5 point deduction. If you post after 72 hours you'll only receive half the credit (for example if the post is worth 3 points, three days after it's worth only 1.5). Last day to post comments is December 6.
8. IF YOU ANOTATE ON TIME and your post does not get a passing grade (for example the comments/annotations does not reflect sufficient engagement with the readings or the content of the comment does not match the content of the reading) you'll have the opportunity to re-post within five days to get full credit.

Assignments (1,2,4) Movie and text analysis

You will analyze three movies using the class readings and materials. Detailed instructions on each assignment are on Canvas. Rubrics will be posted on Canvas.

Assignment #1. Review of Maquilapolis- Due September 14th instructions on Canvas

The first review will serve as a model. You will receive feedback to help you improve and write the other reviews.

Assignment #2 Review of Las Sufragistas-Due October 9th

Assignment #4. Review of Pelo Malo-Due November 23th

Assignment #3 Interactive Timeline (TimelineJS)

Timeline of LGBTQ movements in Argentina Due October 30

Pass/fail- See Canvas for instructions.

You have the option of working in groups when you create your timeline.

Assignment #5 Short essay and interactive online presentation (StoryMaps JS)

Contemporary Feminist Movements and Protests in Latin American-

High pass/pass/ fail. See Canvas for instructions. You have the option of submitting this assignment November 24 or earlier. Final deadline December 7th

SUMMARY AND TOTAL NUMBER OF ASSIGNMENTS:

Assignment #1 10%
 Assignment #2 15%
 Assignment #3 10%
 Assignment #4 10%
 Assignment #5 15%
 Participation/Attendance/ Zoom meetings + office hours 10%
 Reading Annotation Exercises 30% (3 pts per reading)

Rounding will be as follows:

79.5 = 80 (B-)

BUT 79.4 = 79 (C+)

In other words, when rounding is performed, nn.5 is always rounded UP.

Points	Grades	Description
96-100	A	Exceptional, outstanding and excellent performance. Usually achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
90-95	A-	
87-89	B+	Very good, good and solid performance. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
83-86	B	
80-82	B-	
77-79	C+	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
73-76	C	
70-72	C-	
67-69	D+	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
63-66	D	
60-62	D-	

Under 60	F	Unsatisfactory performance.
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Commitment to Inclusiveness and Diversity

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone).

Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Honesty

Any instance of academic dishonesty (including plagiarism) will not be tolerated. University of Texas at Austin's policies on academic integrity will be strictly followed in any of such instances. If you have not seen it, please take a moment to read these policies:

http://deanofstudents.utexas.edu/sjs/acadint_what_is.php

If you have doubts about citation procedures or if you are not sure if something constitutes plagiarism or not, please consult with me or the teaching assistant. You may also take a look at this guide:

<http://www.utexas.edu/cola/centers/cwgs/files/pdf-4/ai2012.pdf>

Academic Policies and Procedures

For information about adding and dropping classes, changing pass fail registration and other academic matters please refer to UT's general academic policies and procedures:

<http://catalog.utexas.edu/general-information/academic-policies-and-procedures/>

Student Support Services

These are very important resources to have in mind:

The Writing Center <http://uwc.utexas.edu/>

Sanger Learning Center <http://www.utexas.edu/ugs/slc>

Career Services <http://www.utexas.edu/ugs/csacc>

<http://www.utexas.edu/academics/career-services-offices>

Health Services	http://healthyhorns.utexas.edu/
Counseling and Mental Health Services	http://cmhc.utexas.edu/
Services for Students with Disabilities	http://ddce.utexas.edu/disability/

Harassment Reporting Requirements

[Senate Bill 212 \(SB 212\)](#), which goes into effect as of January 1, 2020, is a Texas State Law that requires all employees (both faculty and staff) at a public or private post-secondary institution to promptly report any knowledge of any incidents of sexual assault, sexual harassment, dating violence, or stalking "committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident". Please note that the instructor for this class is a mandatory reporter and **MUST** share with the Title IX office any information about sexual harassment/assault shared with us by a student whether in-person or as part of a journal or other class assignment. Note that a report to the Title IX office does not obligate a victim to take any action, but this type of information **CANNOT** be kept strictly confidential except when shared with designated confidential employees. A confidential employee is someone a student can go to and talk about a Title IX matter without triggering that employee to have to report the situation to have it automatically investigated. A list of confidential employees is available on the [Title IX website](#).