

Gender and Sexuality in Latin America

Course number: LAS366 and HIS 363k

Meets: SHR Room 1.320

Instructor: Pilar Zazueta

Office hours:MWF

Office: SHR Room 1.304 A E-mail: [pzazueta@utexas.edu](mailto:pzazueta@utexas.edu)

As Latin American Studies are interdisciplinary and cover multiple topic areas this course will focus on a broad analytical tool: gender. Gender is a central interpretative framework to understand contemporary Latin America and key problems concerning social organization, power relations and inequality. Without using gender, and its relationship with other concepts like class and race, it would be impossible 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 heads of state than other parts of the world as well as some of the most progressive sexual rights legislations and polices. In the class we will use gender as an analytical tool to analyze three broad topics: 1) how unpaid labor (usually feminized) is an essential component of contemporary economies in Latin America. 2) the emergent LGBTQ and sexual rights movements in the region and how these movements have reshaped the family, local governments, political parties and other social institutions 3) how ideas about of beauty and sexual desirability influence 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.**

#### Readings

Readings are available online via Canvas. You have to print them out on your own.

We will watch some films and film clips in class. TBA.

#### **Required Readings (by week not alphabetical)**

##### *Topic 1: Women, work and economics*

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

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

Molyneux, Maxine. 2006. "Mothers at the Service of the New Poverty Agenda: The PROGRESA/Oportunidades Programme in Mexico". *Social Policy Administration*. 40 (4): 425-449.

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.

*Topic 2: Gay and Sexual Rights movements*

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

De la Dehesa, Rafael. 2010. *Queering the public sphere in Mexico and Brazil sexual rights movements in emerging democracies*. Durham [NC]: Duke University Press. (Selected chapters)

*Topic 3: Beauty, sex, and citizenship*

Srinivasan. Amia. 2018. "Does anyone have a right to sex?". *London Review of Books*. 40 (6).

Edmonds, Alexander. 2010. *Pretty modern: beauty, sex, and plastic surgery in Brazil*. Durham, NC: Duke University Press. (Selected chapters)

Canessa, Andrew. 2012. *Intimate indigeneities: race, sex, and history in the small spaces of Andean life*. Durham, NC: Duke University Press. (Selected chapters)

*Topic 4: Conclusion, feminism(s) in Latin America*

Stéphanie Rousseau. "Indigenous and Feminist Movements at the Constituent Assembly in Bolivia: Locating the Representation of Indigenous Women." *Latin American Research Review* 46, no. 2 (2011): 5-28.

## Course Requirements

### 1. Attendance: Attendance is 15% of the grade

Attendance is mandatory.

It is important to come to class in order to succeed in this course. If you have to miss a class it is your responsibility to update your notes. Please ask your fellow students to lend you their notes and let you know about any news announced in class. Also, any major changes to the syllabus or calendar will be posted on Canvas. Attendance policies are below:

- a) You can miss 1 to 4 classes without any penalization. You do not have to let me know in advance.
- b) Attendance will be recorded starting on the third day of class.
- c) Try not to be late.

Attendance to Friday discussions is mandatory. Please review participation section for more information.

### 2. Grading:

- a) Participation= (Online comments 10%+ In class participation 10%= 20%)

You will be assigned to discussion group the second week of classes. Participation grades are individual.

Each group will lead the discussion on the assigned text every other Friday (mostly Fridays but there will be discussion on different days of the week, please check the weekly modules). All members of the group should read and analyze the assigned readings thoroughly and post an individual comment in the discussion section.

Online comment (pass/fail)= 10%

In class participation = 10%

C) Take home exams. You will receive sample questions in advance during study session.

Exams: Midterm-20% + Final 20% = 40%

- a) You will post your answers on Canvas.
- b) I WILL NOT RECEIVE LATE SUBMISSIONS. If for some reason Canvas is not working send me an e-mail with the file using your UT email account. If you do not use your UT account I will not receive your e-mail.
- c) Early exams will not be given. The examinations may be made-up if missed for medical reasons but you must have a note from a doctor. Unless there is an emergency, please contact me before the exam. If you contact me during or after the exam, you will not be allowed a make-up exam or alternative assignment.

D) Final research essay

**Write a blog post about topic relating to gender and sexuality in Latin America (it has to be about Latin America). It must be 1100 words (you can write up to a hundred words more but you cannot go under).**

SUMMARY AND TOTAL NUMBER OF ASSIGNMENTS:

- Attendance 15%
- 2 exams- 40 %
- Participation 20%
- Essay 25%

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	<b>Exceptional, outstanding and excellent</b> 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+	<b>Very good, good and solid</b> 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+	
73-76	C	<b>Satisfactory, or minimally satisfactory.</b> These grades indicate a satisfactory performance and knowledge of the subject matter.
70-72	C-	
67-69	D+	
63-66	D	<b>Marginal</b> Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
60-62	D-	
Under 60	F	<b>Unsatisfactory</b> performance.

### 3. Other course information

#### **Emergencies**

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

In the event of an evacuation, follow the instruction of faculty or class instructors.

Do not re-enter a building unless given instructions by the following: The University of Texas at Austin Police Department, or Fire Prevention Services office.

Other important Emergency Information: <http://www.utexas.edu/safety/preparedness/>

### **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](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/>

## Email and Communication

I will make most announcements during class. Important news will also be broadcasted by email through Canvas.

**You are expected to check your e-mail regularly. Please make sure to set your notification preferences in Canvas to ASP or daily. If you cancel you notifications you will not be able to see important class announcements.**

If possible, ask me questions about the course before and after class and during my office hours. When you need to communicate with me via e-mail please **include your name and the course number** in the message subject/title. I will try to respond to your e-mail as soon as possible but please do not expect an immediate response. I am available Monday through Friday. Please avoid sending me message during the weekend and I promise to do the same. I will be unable to respond to e-mails a few hours before class and the final exam.

## Cell Phones, laptops and other electronic devices:

Please try not to use your phones, PDAs, iPods or other electronic devices during class. Set them in silent mode to not distract the instructor and your fellow students. If you must send and/or check your messages please do so discretely. I would prefer that you take notes on a paper notebook instead of using your laptop (although I understand that it might be absolutely necessary to use a computer in some cases). Experts on technology and education have discovered that using electronic devices during lectures can be detrimental to learning:

“The purpose of the present study was to examine the impact of multi-tasking with digital technologies while attempting to learn from real-time classroom lectures in a university setting. Four digitally-based multi-tasking activities (texting using a cell-phone, emailing, MSN messaging and Facebook™) were compared to 3 control groups (paper-and-pencil note-taking, word-processing note-taking and a natural use of technology condition) over three consecutive lectures. Comparisons indicated that participants in the Facebook™ and MSN conditions performed more poorly than those in the paper-and-pencil use control...**These analyses indicated that participants who did not use any technologies in the lectures outperformed students who used some form of technology...** Contrary to popular beliefs, attempting to attend to lectures and engage digital technologies for off-task activities can have a detrimental impact on learning.”<sup>1</sup>

## 4. *Course calendar*

Official calendar is posted on canvas- Modules with the pdfs and the links to the readings.

---

<sup>1</sup> Eileen Wood et al., “Examining the Impact of off-Task Multi-Tasking with Technology on Real-Time Classroom Learning,” *Computers & Education* 58, no. 1 (January 2012): 365–74, doi:10.1016/j.compedu.2011.08.029.

