

Dr. Gloria González-López
Burdine Hall 464

Office telephone: (512) 232-6343
gloria@austin.utexas.edu

Office hours: Tue. & Thu. 2:15 - 3:15 PM, by appointment only.

Besides regular office hours, appointments can be scheduled at other mutually agreeable times.

Sexual Violence Across Mexican Cultures
Spring 2012, Tue. & Thu. 5:00 - 6:30 PM, Room: BUR 231
UGS 302; Unique 63550

This course will examine different forms and expressions of sexual violence (such as rape of women and children, sexual harassment of immigrant men, among others) within and across Mexican cultures. The subject matter of this course is very sensitive. The material and discussions require that students maintain a mature and respectful demeanor. The major objective of this course is to help students develop a critical sociological perspective and a feminist understanding of the ways nuanced and disguised but also extreme and cruel expressions of sexual violence have been socially constructed within and across patriarchal Mexican cultures on both sides of the U.S.-Mexico frontera for more than five centuries. We will also examine the ways in which gender, class, race-ethnicity, legal status, sexuality, and multiple forms of discrimination (including but not limited to homophobia, biphobia and transphobia) have shaped the lives of girls, boys, women, men, and their families. Lastly, we will discuss how women, men, and their families have responded to these experiences, examining strategies of resistance and instances of victimization, and exploring their sexuality expressions along a continuum of sexual violence and complex experiences of human resilience.

REQUIRED TEXTS:

- 1) Kathleen Staudt, *Violence and Activism at the Border* (available at the University CO-OP).
- 2) Additional readings as listed in the weekly schedule (available in Blackboard [Bb]).
- 3) The UT Austin library system

COURSE REQUIREMENTS:

- Class participation and attendance (10%)
- Freewriting Assignments (30%)
- Six-minute Reflection (20%)
- Final Project (40%)

(1) CLASS PARTICIPATION & ATTENDANCE (10% of final grade)

Students are responsible for the following: (a) attending all class meetings; (b) completing reading assignments on time; and (c) participating in small group exercises and class discussions and assignments. This class is organized similar to a graduate seminar. Following brief lectures we will spend a good deal of time discussing the assigned reading.

We will organize a schedule to ensure that a rotating team of 2 or 3 participants comes to class with their reactions to the readings assigned for every day we meet. Each weekly team will share their reactions in class and actively engage in class discussion. In these dialogues, students are expected to discuss: (a) the core argument of the assigned articles; (b) their critical opinion/reaction to the readings by examining theoretical paradigms, contributions, limitations, and controversial issues and concerns; and, (c) a thought provoking question that might help promote class discussion. By the end of the semester, each student must have participated twice as part of the weekly discussion team.

(2) FREEWRITING ASSIGNMENTS (30% of final grade)

Students will submit 2 written assignments (Paper # 1 and Paper # 2).

Paper #1 will be used to discuss the main concepts learned during the 3 first weeks of the semester.

In order to work on Paper # 2, students are required to attend any of the conference presentations and/or sessions at “The 2012 Lozano Long Conference: A LLILAS-CMAS Collaboration — Central Americans and the Latino/a Landscape: New Configurations of Latina/o America,” February 22-25, 2012 (various times) Sid Richardson Hall (SRH) (various rooms and times). This conference is part of the University Lecture Series Spring 2012.

The freewriting assignment should be 2 FULL pages of text, typed, double-space, 1 by 1 inch margins, and 12 (twelve) point font, Times or Times New Roman. Papers not complying with one or more of these editorial requirements will automatically lose 5 points. Reports follow the same editorial requirements: 1 FULL page of text, typed, double-space, 1 by 1 inch margins, and 12 (twelve) point font, Times or Times New Roman. Reports not complying with one or more of these editorial requirements will automatically lose 5 points.

Paper # 1 should: (a) summarize the core concepts, ideas and arguments we have learned so far in this class; (b) offer the student's response to these concepts and ideas; and, (c) offer two reflections to illustrate the ways in which the student has expanded her/his understanding of sexual violence. A template (rubric) will be provided as a guideline to help students in the preparation of this assignment, especially while working with a consultant at the Undergraduate Writing Center.

Paper # 2 should examine the ways in which the conference presentation has helped the student enhance her/his knowledge about sexual violence in Mexican and Mexican American cultures. The student is expected to use the same format she/he followed to work on Paper # 1. That is, as she/he works on Paper # 2, the student should: (a) summarize the core concepts, ideas and arguments she/he learned at the conference presentation; (b) offer her/his response to these concepts and ideas; and, (c) offer two reflections to illustrate the ways in which the student has expanded her/his understanding of sexual violence.

When you submit Paper # 1 and Paper # 2, please bring 2 copies of of the assignment (one copy for the professor and one copy for a previously assigned classmate). Papers will be exchanged between students for feedback purposes. Then, the following week, students will offer feedback to her/his classmate (one-page report, typed) and give a copy of this document to the professor. Students will receive a set of guidelines and a template (rubric) to work on the report and offer constructive, respectful, and supportive feedback to her/his classmate. Based on the feedback received from the reports prepared by the professor and her/his classmate, each student will have the opportunity to revise Paper # 1 and resubmit it again.

By the end of the semester, each student must have submitted the following:

- 2 freewriting assignments (Paper # 1 and Paper # 2)
- a revised version of Paper # 1
- and 2 one-page reports

Each student will receive credit for working on the 2 reports.

Papers are due on the following dates:

Paper # 1: Feb. 9 (and one-page report due on Feb. 16)

Revised version of Paper # 1: Feb. 21

Paper # 2: March 6 (and one-page report due on March 13)

Late freewriting assignments and late one-page reports will automatically lose 10 points.

The professor will give feedback to the students the same day reports are due. In addition, professor will be available to meet individually during her office hours to discuss any issues and/or concerns they may have with regard to their writing skills.

IMPORTANT:

Writing Center: The professor strongly encourages students to use the Undergraduate Writing Center, FAC 211, 471-6222: <http://uwc.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether the student is writing a lab report, a resume, a term paper, a statement for an application, or her/his own poetry, UWC consultants are available to be of help. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help students work on their writing in ways that preserve the integrity of their work.

Very helpful websites:

- (a) <http://projects.uwc.utexas.edu/virgil/>
- (b) <http://projects.uwc.utexas.edu/handouts/>

(3) SIX-MINUTE REFLECTION (20% of final grade)

At the end of class each Thursday, the professor will give students an exercise to help them revisit the concepts and ideas learned that week. The exercise will be similar to a very short quiz with an open notebook, and students will have 6 minutes to work on it. Students will receive credit based on the accuracy and quality of their responses. A “perfect answer” will receive 10 points; an “average answer” will receive 9 points; a “below average answer” will receive 7 or 8 points.

A six-minute reflection is designed to examine the material learned during the week, therefore, students who miss class on a given Thursday cannot make-up this class activity. However, in the case of students who may miss this activity because of a religious holiday, illness or other extraordinary circumstances (e.g., a University sponsored activity) they will have the opportunity to make-up this activity the last day of class.

Regardless, all students will have the opportunity to drop the 2 lowest scores before this portion of the final grade is calculated.

(4) FINAL PROJECT: *Why Should I Care?* (40% of final grade)

Students will work on a special project exploring and learning about senior students’ views of sexual violence in contemporary society, in general, and Mexican and Mexican American territories, in particular, the politics of compassion and ethics of care, and potential avenues for social justice and change. This project has 4 parts and each part represents one-fourth of the entire grade assigned to this activity:

(a) Individual conversations

Each student will have individual, informal conversations with two students (one woman, one man) at our university: a senior sociology major student and an advanced graduate student (in Sociology, Anthropology, Mexican American and/or Latin American Studies, or Women’s & Gender Studies) about the politics of compassion and the reasons for caring about sexual violence in contemporary society in general, and across Mexican cultures in particular. Students will take notes as they engage in these individual conversations. On January 24, the professor will provide the questions and themes to be explored in these conversations.

Students are expected to complete this part of this assignment by March 8th, before the Spring break. On March 8th,

- Students will come to class with a progress report to reflect about and examine the ideas and opinions emerging from the informal conversations. Students are not going to submit the progress report but this exercise will help them to do follow up with the professor on the progress they have made at this point. Students are encouraged to use this report as an opportunity to start working on the first draft of their final paper.
- The professor will answer any questions and/or concerns students may have at this stage of the project.
- The professor will offer specific instructions and guidance as they prepare to work on the next stage of this assignment: conducting research.

(b) Conducting research

Based on these preliminary examinations, students will then do research about specific themes. Students are expected to visit our campus libraries and conduct research of academic sources (for example: journal articles, book chapters, and books) in order to conduct their examinations. Students are expected to read and cite a total of 6 academic sources (e.g., journal articles, book chapters, or books). Visiting and citing web sites is not considered an academic exercise for this particular project. However, citing a maximum of TWO (2) web sites in addition to academic sources is acceptable.

As you conduct your research, you are required to visit one of the most special Gems of our university: The Nettie Lee Benson Latin American Collection. The Nettie Benson Latin American Collection is one of the world's largest and most important libraries for the study of Latin America. Please visit the website for more information:

<http://www.lib.utexas.edu/benson/>

(c) Class presentation

Students will give individual oral presentations of their projects close to the end of the semester. The professor will offer specific instructions and guidance as they prepare their presentations.

(d) Final paper

A final version of the report will become the final paper. The final paper should be 6 (eight) FULL pages without including cover sheet and references. Paper should be typed, double-space, 1 by 1 inch margins, 12 (twelve) point font (Times or Times New Roman). Papers not complying with one or more of these editorial requirements will automatically lose 10 points.

Toward the end of the semester, students will receive a set of guidelines to work on and organize their final paper. The professor will offer guidance with regard to citation style as well.

Students are encouraged to use this assignment to examine a topic that we have NOT covered in the course, or to expand on a specific theme discussed in class.

Late papers will not be accepted unless the student offers a physician statement or other valid documentation as required by university policies and regulations.

Final paper must be delivered at reception desk of Sociology Department (Burdine Hall 536) by 3:00 PM on Monday May 7, 2012.

SPECIAL RECOMMENDATIONS AND CONSIDERATIONS

(1) Self-care while learning about sexual violence. This course will examine a very sensitive topic, which may cause emotional distress in students. The professor will share professional recommendations to help students cope with this and other related issues and concerns.

(2) Being present in class. Students are expected to be completely present in class. Students are expected to TURN OFF their cellular telephones and any other electronic devices. If a telephone rings or the professor observes a student using an electronic device (for example, reading and/or sending a text message), that will become an invitation to have a pop quiz. A student will be designated as the only one to have a cellular phone on “vibrate” so we are informed in case of an emergency on campus. The use of laptops is prohibited in the classroom.

(3) Plagiarism. As you work on all written assignments in this class, you must cite your academic sources if you use words or ideas that are not your own. Otherwise, you will be guilty of plagiarism. Before you work on your first written

assignment, you are required to visit the website of the Office of the Dean of Students at our university. The University of Texas at Austin explains for us this important aspect of our academic training:

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

(4) Religious holidays. Students are permitted by our university policy and regulations to be absent from class to observe a religious holiday. Please contact the professor in advance to notify her of an absence necessitated by the observance of a religious holiday.

(5) Grading policy. The professor will compute the overall course grade by converting the raw scores of each one of section that she evaluates in this class (i.e., class participation and attendance, freewriting assignments, six-minute reflection, and the final project). A plus/minus grade scale will be in effect.

(6) Accommodation for students with disabilities. The professor will provide accommodation for students with disabilities. For more information, please visit the Services for Students with Disabilities website:

<http://www.utexas.edu/diversity/ddce/ssd/>

(7) Electronic communication protocol. The professor will read her e-mail account once a day and reply to messages. She will not read e-mail on Saturday, Sunday, or during the Spring break.

WEEKLY SCHEDULE

Jan. 17 Introduction

Introduction to the course, and class assignments.

Jan. 19 Toward a feminist sociological understanding of sexual violence

Lecture on sexual violence across Mexican cultures

- Jan. 24 The History of Sexual Violence: War, Conquest, and Sexual Domination in Mexican Territories**
- * Castañeda, *Sexual Violence in the Politics and Policies of Conquest* (Bb)
- Jan. 26 *** Miranda, “*Saying the Padre Had Grabbed Her*” (Bb)
- Recommended: Penyak, *Safe Harbors and Compulsory Custody* (Bb)
- Jan. 31 *** Carrigan & Webb, *The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928* (Bb)
- Feb. 2 Gender Inequality and Heterosexuality**
- * Ramos Lira, Koss & Russo, *Mexican American Women’s Definition of Rape and Sexual Abuse* (Bb)
 - * González-López & Gutmann, *Machismo* (Bb)
- Feb. 7 *** Reyes, “*It is not because I wanted it... I knew I wasn’t ready*”
- Guest speaker
- Feb. 9 *** González-López, *Sexual Bargains: Work, Money, and Power*, pp. 187-204 (Bb)
- Recommended: González-López, *Rape of a Virgin*, pp. 56-61 (Bb)
- Feb. 14 *** Liguori & Aggleton, *Aspects of Male Sex Work in Mexico City* (Bb)
- Feb. 16 Migration and Settlement: Women, Men and their Families**
- * Falcón, *Rape as a Weapon of War* (Bb)

- Feb. 21** * González-López, *Nunca he dejado de tener terror* (Bb)
- Recommended: Argüelles & Rivero, *Gender/Sexual Orientation Violence and Transnational Migration* (Bb)
- Feb. 23** * Gaura, *A Town Divided* (Bb)
- * González-López, *Heterosexual Fronteras* (Bb)
- Feb. 28** **Sexual Trafficking and Exploitation**
- * Ugarte, Zarate & Farley, *Prostitution and Trafficking of Women and Children from Mexico to the United States* (Bb)
- Recommended: *HSTC Intelligence Note* (Bb)
- Mar. 1** * Zhang, *Women pullers: pimping and sex trafficking in a Mexican border city* (Bb)
- Recommended: *Amnesty International Report*, pages 15-18 (Bb)
- Mar. 6** * Ayala, Carrier & Magaña, *The Underground World of Latina Sex Workers in Cantinas* (Bb)
- Recommended: Gardiner & Mohan, *The Sex Slaves from Mexico* (Bb)
- Mar. 8** Final paper project: Follow up and discussion of progress report
Reports due today
- Mar. 12-17** **SPRING BREAK**
- Mar. 20** **Sexual Exploitation of Children**
- * Azaola, *Commercial Sexual Exploitation of Children in Mexico* (pp. 289-307). In book, "Criminal Abuse of Women and Children," available online, via UT library system.

Mar. 22 Sexual Abuse by Catholic Priests

* Berry, *Fr. Marcial Maciel leaves behind a flawed legacy*

* SNAP Press Statement in Support of Mexican Victims
of Clergy Sexual Abuse

Recommended: 2010 COMMUNIQUE from the Legionaries of
Christ

Mar. 27 & Violence at the Border

Mar. 29

* Staudt, *Violence and Activism at the Border* (Ch. 1-3)

Documentary: TBA

Apr. 3 * Staudt, *Violence and Activism at the Border* (Ch. 4-6)

Apr. 5 Recommended: Morales & Bejarano, *Border Sexual Conquest*

Apr. 10 Sexual Violence Within Families

* González-López, *Ethnographic Lessons* (Bb)

Apr. 12 * González-López, *Crossing-back Methodologies* (Bb)

Recommended: Herrera-Sobek, *La Delgadina*

Apr. 17 Final paper project: Follow up and discussion of presentations

Apr. 19 ** Student presentations

Apr. 24 ** Student presentations

Apr. 26 ** Student presentations

May 1 ** Student presentations

May 3 Last class day

Dialogues for Social Change: Final Reflections and Class Activity

* Johnson, *Unraveling the Gender Knot* (Bb)

May 7 Final paper due today by 3:00 pm at Burdine Hall 536