



# **Sexual Violence Across Mexican Cultures**

**UGS 302; Unique 62510**

**Mon. & Wed. 12:30 - 2:00 PM, Room: MAI 220D**

**Spring 2017**

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Dr. Gloria González-López

Liberal Arts Building (CLA) 3.504

Office hours: Mon. & Wed. 3:00 – 4:00 PM, by appointment only.

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

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Sociology Department, CLA Building, 2nd Floor, Suite 2.404C.

Appointments will be scheduled at mutually agreeable times 72 hours in advance.

Schedule the appointment with the Teaching Assistant via email.

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, respectful, and professional 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, human beings who may not identify with any of those categories, and their families. Lastly, we will discuss how these individuals, their families and communities 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.

This course is offered with two flags, Cultural Diversity in the United States and Global Cultures. As described by the School of Undergraduate Studies:

### **Cultural Diversity in the United States**

Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

### **Global Cultures**

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.

### **REQUIRED TEXTS:**

- 1) Readings as listed in the weekly schedule, available in Canvas (C).
- 3) The UT Austin library system

### **COURSE REQUIREMENTS:**

- Class participation and attendance (10%)
- Freewriting Assignments (30%)
- Weekly 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 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.

Attendance policy: If you miss more than three classes, your grade will be affected; each additional absence will automatically deduct **two (2) points** from the final grade. Anyone missing class 50% or more of our class meetings will automatically fail this course.

Examples of legitimate excuses include the following: death in the family, travel under (our) University organized or sponsored events, religious observance, court appearances and jury duty, and illness. For all excuses, the student will be required to submit a legitimate document. In the case of illness, for example, a document by a healthcare professional would be expected. In the case of a death in the family, any kind of documents such as obituary identifying your family name would be required. The student must contact the professor one week in advance when/if an anticipated legitimate excuse may compromise attendance or compliance with a class assignment.

Group discussion and class participation is an important aspect to our class and you must be present to participate and engage with other students. If you have any questions, please schedule a time to talk with your professor.

## (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 first weeks of the semester.

In order to work on Paper # 2, students will similarly discuss the main concepts learned between February 8 and March 6. Students will have the option to attend any of the conference presentations and/or sessions related to the subject matter and that will take place at UT Austin this semester. Location and additional information will be announced soon.

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 University Writing Center.

Paper # 2. For students who decide to attend a conference presentation, the paper 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, please bring 2 copies 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). 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 Paper # 2 and resubmit a new version 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 Paper # 2
- and 1 one-page report

Each student will receive credit for working on the report.

Papers are due on the following dates:

**Paper # 1:** Feb. 8 (and one-page report due on Feb. 15)

**Revised version of Paper # 1:** Feb. 20

**Paper # 2:** March 6

**Revised version of Paper # 2:** March 27

You will receive a *provisional grade* after you turn in and we grade Paper # 1. In order to receive a *definite grade*, you are expected to incorporate our suggestions and turn in the Revised version of Paper # 1. Depending on how well you incorporate our feedback, your definite grade may go higher or lower than the provisional grade. The same protocol will be used for Paper # 2. Students who do not turn in a Revised version of Paper # 1 or a Revised version of Paper # 2 will automatically receive “No Grade” for that assignment, which will be replaced with “0” (Zero) when the final grade is calculated.

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, the 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 University Writing Center: <http://uwc.utexas.edu/>). The University 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.

I encourage you to visit this website while working on your writing assignments, it is a wonderful resource:

<http://uwc.utexas.edu/handouts>

### (3) WEEKLY REFLECTION (20% of final grade): Blue book

At the end of class each Wednesday, 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 turn it in the following Monday. Students will need a blue book (20 sheets) to work on the weekly reflections. **The professor will give the first weekly reflection on January 25, so do not forget to buy your blue book!**

Students will receive credit based on the accuracy and quality of their handwritten responses. The weekly reflection should be concise, clear, and straight to the point, and it should NOT exceed 2 pages. Time yourself: the assignment should not take you more than 20 minutes. A “perfect answer” will receive 10 points; an “average answer” will receive 9 points; a “below average answer” will receive 7 or 8 points.

The weekly reflection is designed to examine the material learned every week and based on the exercise that the professor will give at the end of class every Wednesday. Therefore, students who miss class on a given Wednesday cannot make-up this class activity, and late assignments are not accepted—no exceptions. However, students who missed class on any given Wednesday because of a legitimate excuse (see attendance policy, page 3), 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 final project to examine sexual violence in contemporary society, in general, and Mexican and/or Mexican American territories, in particular, with a special focus on the politics of compassion and ethics of care, and potential avenues for social justice and change.

(a) Conducting research: A consultation with a librarian (5 extra points over final paper)

For this assignment, you are encouraged to seek the help of a librarian at any point. You can visit the desk with research questions, you can use our chat service until midnight to ask research questions ([www.lib.utexas.edu/ask](http://www.lib.utexas.edu/ask)), and you can make an appointment with Ms. Elise Nacca for an in person research consultation: **[elisenacca@austin.utexas.edu](mailto:elisenacca@austin.utexas.edu)**.

Elise is one of our librarians and can also provide effective research help via email if you send your research questions.

Librarians can help you choose and develop a topic, can help identify effective search strategies on the Web or in our databases, and can help you evaluate the credibility of information you are finding. They can also point you towards tools and support for citing your work ethically.

For extra credit on this assignment, Elise has set aside 2 appointment slots during which she can meet with up to 4 students each slot. These appointments are not office hours, so you need to make these appointments 24 hours in advance. No other times will be available for extra credit, but Elise will meet with you for your research needs by appointment. The hours for extra credit are: February 27, 3-4 pm and March 3<sup>rd</sup>, 1-2pm.

Elise has kindly made herself available to meet with you ANY TIME for research help, beyond the dates indicated above for the extra credit.

On January 25, the professor will provide a “conversation guide” with the questions and themes to be explored in your conversation with Elise. Feel free to include additional questions and/or concerns in your conversation.

In order to get 5 extra points for this assignment, students are expected to complete this part of this assignment by March 8, before the Spring break. On March 8,

- Students will come to class prepared to share and offer a critical analysis of the ideas and opinions emerging from these consultations. Students are not going to submit the “conversation guide” on March 8 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 exercise 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.

Students who have never conducted research are also encouraged to have a conversation with a more advanced student they may already know. In case you do not know anyone, the professor will introduce you via email to a graduate student you may establish communication with to work on this assignment. You could use this as an opportunity to get extra-credit as well, and you are expected to complete the assignment by March 8, and the same rules apply as with the consultation with the librarian (above, this page).

All students are encouraged to consider either one of these 2 options to get extra credit. In order to receive the 5 extra credit points, students need to complete and turn in this “conversation guide” when they submit the final paper on May 8.

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/>

(b) Class presentation (10% of final grade)

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.

(c) Final paper (30% of final grade)

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. Students will have the opportunity to select and explore a topic of their interest early in the semester, especially as they engage in the individual conversations with a more advanced student (above, page 6).

The final paper should be 6 (six) 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.

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 the Sociology Department (CLA building, 3<sup>rd</sup> floor) by 3:00 PM on Monday May 8.**

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.

The UT Counseling and Mental Health Center is available to students who would like to seek professional assistance. Their services are confidential. Please visit: [cmhc.utexas.edu](http://cmhc.utexas.edu)

(2) Being present in class. Students are expected to be completely present in class. They will automatically lose their 10% of class participation (see page 2) if they do not comply with this class requirement: Students are expected to **TURN OFF AND PUT AWAY** their cellular telephones and any other electronic devices. 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](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, ten-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.

(8) Evacuation plan. The last page of this syllabus (**Page 16**) includes the building emergency evacuation routes and emergency procedures.

### IMPORTANT

“Students who would require assistance in evacuation are required to inform their instructors in writing during the first week of class and ‘*Faculty members must then provide this information to the Fire Prevention Services office by fax*’. Evacuation routes to be used by those with physical disabilities are unavailable for public access. These emergency evacuation plans are not available to students online.”

### WEEKLY SCHEDULE

- Jan. 18**      **Introduction:** Introduction to the course, and class assignments.
- Jan. 23**      **Toward a feminist sociological understanding of sexual violence**  
Lecture on sexual violence across Mexican cultures
- Jan. 25**      **The History of Sexual Violence: War, Conquest, and Sexual Domination in Mexican Territories**
- \*      Castañeda, *Sexual Violence in the Politics and Policies of Conquest* (C)
- Jan. 30**      \*      Carrigan & Webb, *The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928* (C)
- Feb. 1**      **Gender Inequality and Heterosexuality**
- \*      González-López & Gutmann, *Machismo* (C)
- Recommended: Ramos Lira, Koss & Russo, *Mexican American Women’s Definition of Rape and Sexual Abuse* (C)
- Feb. 6**      \*      González-López, *Sexual Bargains: Work, Money, and Power*, pp. 187-204 (C)
- \*      González-López, *Rape of a Virgin*, pp. 56-61 (C)

- Feb. 8**      **Migration and Settlement: Women, Men and their Families**
- \*      Falcón, *Rape as a Weapon of War* (C)
- Due today: Paper # 1
- Feb. 13**      \*
- González-López, *Nunca he dejado de tener terror* (C)
- Feb. 15**      \*
- Watch documentary below (54.41 min.), complete the “Documentary Form” (C) and bring it to class
- “Rape in the Fields,” visit:  
<http://www.thirteen.org/programs/frontline/#rape-in-the-fields>
- Due today: One page report
- Feb. 20**      \*
- Gaura, *A Town Divided* (C)
- \*      González-López, *Heterosexual Fronteras* (C)
- Due today: Revised version of Paper # 1
- Feb. 22**      **Sexual Trafficking and Exploitation**
- \*      Ugarte, Zarate & Farley, *Prostitution and Trafficking of Women and Children from Mexico to the United States* (C)
  - \*      Amnesty International Report, pages 15-18 (C)
- Feb. 27**      \*
- Zhang, *Women pullers: pimping and sex trafficking in a Mexican border city* (C)
- Mar. 1**      \*
- Ayala, Carrier & Magaña, *The Underground World of Latina Sex Workers in Cantinas* (C)

**Mar. 6** \* Kumar Acharya, *Sexual Violence and Proximate Risks: A Study on Trafficked Women in Mexico City* (C)

\* Martínez, *Nowhere to Turn: Sex Trafficking in Nuevo León, Mexico* (C)

Due today: Paper # 2

**Mar. 8** Final paper project: Follow up and discussion of final paper.

**Mar. 13-18 SPRING BREAK**

**Mar. 20 Sexual Abuse by Catholic Priests**

\* Keenan, *Child Sexual Abuse and The Catholic Church: Gender, Power, and Organizational Culture* (book review by González-López) (C).

Recommended:

\* Berry, *Fr. Marcial Maciel leaves behind a flawed legacy* (C)  
\* SNAP Press Statement in Support of Mexican Victims of Clergy Sexual Abuse (C)

**Mar. 22 Violence at the Border**

\* Morales & Bejarano, *Border Sexual Conquest* (C)

\* Lagarde, *Preface: Feminist Keys for Understanding Femicide* (C)

**Mar. 27** Class activity on violence against women in Ciudad Juárez

\* Watch special report (23.50 min.):  
“Mexico: The City of Lost Girls,” visit:  
[http://watchdocumentary.org/watch/mexico-the-city-of-lost-girls-video\\_9de759b43.html](http://watchdocumentary.org/watch/mexico-the-city-of-lost-girls-video_9de759b43.html)

Due today: Revised version of Paper # 2

- Mar. 29** \* Lecture on sexual violence in Ciudad Juárez and other parts of Northern Mexico
- Apr. 3** **Sexual Violence Within Families**
- Researching incest:
- \* González-López, *Epistemologies of the Wound* (C)
- \* González-López, *Ethnographic Lessons* (C)
- Apr. 5** \* González-López, Family Secrets, Ch. 1 (pp. 1-30) (C)
- Lecture on incest in Mexico: violence against girls and women
- Apr. 10** \* González-López, Family Secrets, Ch. 5 (pp. 180-231) (C)
- Lecture on incest in Mexico: violence against boys and men
- Recommended: Liguori & Aggleton, *Aspects of Male Sex Work in Mexico City* (C)
- Apr. 12** \* González-López, Family Secrets, Ch. 6 (pp. 232-262) (C)
- Toward a feminist sociology of incest in Mexico: Final reflections
- 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

\*\*      Katz, 10 *Things men can do to prevent gender violence* (C)

**May 8**      Final paper and “conversation guide” due today by 3:00 pm at the Sociology Department, CLA Building, 3<sup>rd</sup> Floor. Please give both documents to the person at the Reception desk of the Sociology Department and ask her/him to place them in my mailbox.

Primary Egress – Exit south from main lobby area to Main Stairwell . Egress to ground level and proceed north to ground level corridor. Turn left/right and proceed west/east out of the building to your primary assembly area.

Secondary Egress – West. Proceed to Exterior Stairwell # 4 and egress to ground level. Turn right into connector hallway and proceed south to ground level corridor and turn right. Proceed west out of the building to your primary assembly area.

Secondary Egress – East. Proceed to Exterior Stairwell # 3 and egress to ground level. Turn left into connector hallway and proceed south to ground level corridor and turn left. Proceed east out of the building to your primary assembly area.

**P****Primary Assembly Area:** West mall adjacent to Flawn Academic Center (FAC)**S****Secondary Assembly Area:** Inside Flawn Academic Center (FAC)