



The University of Texas at Austin

Sexual Violence Across Mexican Cultures

UGS 302; Unique 61250

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

Spring 2019

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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.

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).
- 2) Book: *Family Secrets: Stories of Incest and Sexual Violence in Mexico*. New York University Press (2015)
- 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 6 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/their knowledge about sexual violence in Mexican and Mexican American cultures. The student is expected to use the same format she/he/they followed to work on Paper # 1. That is, as she/he/they works on Paper # 2, the student should: (a) summarize the core concepts, ideas and arguments she/he/they learned at the conference presentation; (b) offer her/his/their response to these concepts and ideas; and, (c) offer two reflections to illustrate the ways in which the student has expanded her/his/their understanding of sexual violence.

When you submit Paper # 1, you will also send it to 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/their 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. 13 (and one-page report due on Feb. 20)

Revised version of Paper # 1: Feb. 27

Paper # 2: March 13

Revised version of Paper # 2: March 29

Student will send all these papers to the professor and her Teaching Assistant, in Word format and as an attachment via email.

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 and the Teaching Assistant will be available to meet individually during 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 30, 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

Ms. Virginia (Ginny) Barnes will be our UGS course librarian. Her email is ginny.barnes@austin.utexas.edu. Ms. Barnes will give us a presentation at the PCL on **Monday March 11, 12:30-2:00 pm, at Learning Lab 2 (PCL 2.340)**.

Librarians like Ms. Barnes 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.

Feel free to establish communication with her for an individual professional consultation, in case you still have questions after our March 11 session at the PCL.

The professor will provide a “conversation guide” with the questions and themes that you could explore in your consultations with Ms. Barnes. Feel free to include additional questions and/or concerns in your conversation.

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 as you work on this assignment.

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/>

(a) Final paper (40% of final grade)

All the research you have conducted on any given topic will give life to your final paper. 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. They are encouraged to schedule an individual consultation with the professor and/or the Teaching Assistant.

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. Students will have extra-credits opportunities (for example, attending "Take Back the Night" events in April).

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, 3rd floor) by 3:00 PM on Monday May 13.

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

(2) A message from the Title IX Office: “The University of Texas at Austin is committed to a safe learning environment. Sexual violence and harassment can undermine students’ academic success and UT has resources that can help. If you have experienced a Title IX incident, such as sexual harassment, dating or domestic violence, sexual assault or stalking, please contact the Title IX Office at 512-232-3992 or the Office of the Dean of Students at 512-471-3515. For more information please visit the Title IX Website at <https://titleix.utexas.edu>.”

(3) 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.

(4) 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

(5) 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.

(6) 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.

(7) 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/>

(8) 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.

(9) Evacuation plan. The last page of this syllabus (last page of this syllabus) 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

Important: These are basic readings, and the professor may make adjustments to the themes and readings in case of relevant breaking news / events related to this class, or the release of new publications

Jan. 23 **Introduction:** Introduction to the course, and class assignments.

Jan. 28 **Toward a feminist sociological understanding of sexual violence**
Lecture on sexual violence across Mexican cultures

Jan. 30 **The History of Sexual Violence: War, Conquest, and Sexual Domination in Mexican Territories**

* Castañeda, *Sexual Violence in the Politics and Policies of Conquest* (C)

Feb. 4 * Carrigan & Webb, *The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928* (C)

Feb. 6 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. 11 * González-López, *Sexual Bargains: Work, Money, and Power*; pp. 187-204 (C)

* González-López, *Rape of a Virgin*, pp. 56-61 (C)

Feb. 13 Migration and Settlement: Women, Men and their Families

* Falcón, *Rape as a Weapon of War* (C)

Watch *The New York Times* Documentary: “Sexual Assault Inside ICE Detention: 2 Survivors Tell Their Stories” (9:30 min.) available on YouTube.

Due today: Paper # 1

Feb. 18 * González-López, *Nunca he dejado de tener terror* (C)

Recommended: Gaura, *A Town Divided* (C)

Feb. 20 * Watch PBS documentary “Rape in the Fields” (1 hour, approx.) prior to coming to class and complete the “Documentary Form” (C) and bring it to class.

Documentary is available on YouTube.

Due today: One page report

Feb. 25 * González-López, *Heterosexual Fronteras* (C)

Recommended: Del Real, *'They Were Abusing Us the Whole Way': A Tough Path for Gay and Trans Migrants*

Feb. 27 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)

Due today: Revised version of Paper # 1

Mar. 4 * Zhang, *Women pullers: pimping and sex trafficking in a Mexican border city* (C)

Recommended: Acharya, *Sexual Violence and Proximate Risks: A Study on Trafficked Women in Mexico City* (C)

Mar. 6 * Ayala, Carrier & Magaña, *The Underground World of Latina Sex Workers in Cantinas* (C)

* Rocha-Jiménez et al. “*He invited me and didn’t ask anything in return*” (C)

Recommended:

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

Mar. 11 Presentation at the PCL with our UGS librarian Ms. Virginia (Ginny) Barnes. Location: Learning Lab 2 (PCL 2.340), 12:30-2:00 pm.

Mar. 13 Final paper project: Follow up and discussion of final paper

Due today: Paper # 2

Mar. 18-22 SPRING BREAK

Mar. 25 Sexual Abuse by Catholic Priests

* Erdely and Argüelles, *Secrecy and the Institutionalization of Sexual Abuse: The Case of La Luz del Mundo in México* (C).

* 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)

* Movies: “Perfect Obedience” and “Spotlight”

Mar. 27 Violence at the Border

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

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

* Recommended:

“Juarez: The Most Dangerous City For Women on Earth,” (24:21 min. available on YouTube)

“The Femicide Crisis in the State of Mexico” (29:46 min. available on YouTube)

Due March 29: Revised version of Paper # 2

Apr. 1 * Lecture on sexual violence in Ciudad Juárez and other parts of Mexico

Watch: “#VivaLasMujeres visualizes statistics on violence against women through art” (1:47 min. available on YouTube)

Watch: “Mexican women protest femicide and victim blaming” (2:45 min. available on YouTube)

Apr. 3 * Final paper project: follow up and group discussion

Apr. 8 Sexual Violence Within Families

Researching incest:

* González-López, *Epistemologies of the Wound* (C)

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

Apr. 10 * Lecture on conducting research on incest

Apr. 15 Family Secrets book, Ch. 1 (pp. 1-30)

Apr. 17 Family Secrets, Ch. 2 (pp. 31-75)

Apr. 22 Family Secrets, Ch. 3 (pp. 76-124)

Apr. 24 Family Secrets, Ch. 4 (pp. 125-179)

* Recommended: ENDIREH 2016 report (C)

Apr. 29 Family Secrets, Ch. 5 (pp. 180-231)

Recommended: Liguori & Aggleton, *Aspects of Male Sex Work in Mexico City* (C)

May 1 Family Secrets, Ch. 6 (pp. 232-270)

May 6 Open Theme (TBA later)

May 8 **Last class day**

Dialogues for Social Change: Final Reflections and Class Activity

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

May 13 Final paper due today by 3:00 pm at the Sociology Department, RLP Building, 3rd Floor. Please give the document(s) to the person at the Reception desk of the Sociology Department and ask her/him/them to place them in the professor's 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)

