Dr. Gloria González-López

gloria@austin.utexas.edu

Office hours via Zoom: Wed. 3:00 – 5:00 PM, by appointment only.
Besides regular office hours, appointments can be scheduled at other mutually agreeable times.

IMPORTANT:
Please send your email to the professor directly to her email address, do not send it through Canvas.

Teaching Assistant:
Office hours via Zoom:
Appointments will be scheduled at mutually agreeable times 24 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, and 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.

As a **Difficult Dialogues Course**, this class is designed to teach you to engage in informed and respectful dialogue with people who have different beliefs, values, perspectives, or ways of communicating.

**Land Acknowledgment**

(I) We would like to acknowledge that we are meeting on Indigenous land.
Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

**REQUIRED TEXTS:**

1) Readings as listed in the weekly schedule, available in Canvas (C).
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; and, (b) their critical opinion/reaction to the readings by examining theoretical paradigms, contributions, limitations, and controversial issues and concerns. 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 September 23 and October 20. 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. 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/their 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 work/s 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/their 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/their 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**: Sep. 23 (and one-page report due on Sep. 30)

**Revised version of Paper # 1**: Oct. 7

**Paper # 2**: Oct. 21

**Revised version of Paper # 2**: Nov. 4

**Student will send all these papers to the professor and the 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 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: uwc.utexas.edu. The University Writing Center offers free, individualized, expert help with writing for any UT undergraduate. 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)

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 before class. Students will be required to send their weekly assignments to the professor directly to her email address. The professor will give the first weekly reflection on September 14.

The weekly assignment will be prepared in Word format, double space, 1 by 1 inch margins, Times New Roman.

Students will receive credit based on the accuracy and quality of their responses. The weekly reflection should be concise, clear, and straight to the point, and it should be between 350 and 400 words.

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

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. Annah Hackett will be our UGS course librarian. Her email is:

Annah.Hackett@austin.utexas.edu

Ms. Hackett will give us a presentation on Wednesday October 14, 11:00-12:30 pm, via Zoom.

Librarians like Ms. Hackett 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 session with her.

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, our teaching assistant is here for you 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 online 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 conferences and other events on campus).

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 sent via email to both, the professor and the teaching assistant (Word format) by 3:00 PM on Friday December 11.**

**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

These are very difficult times. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. You are not alone: http://www.cmhc.utexas.edu/individualcounseling.html

(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 512-471-5017. 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.

**Zoom Etiquette**

- Dress professionally for class and conference sessions.
- Be mindful of your surroundings when on camera. We want to make sure we avoid as much distraction as possible.
- Mute yourself unless you are speaking. This will cut down on background noise and limit any distractions.
- Use the “raise hand” button to indicate a desire to speak.
- The chat will be one of our virtual blackboards: the professor and the teaching assistant will use it to write concepts or clarify ideas. Students will use the chat only as part of their individual or team presentations, and/or when requested by the professor or the teaching assistant.
- Turn off your camera if you are leaving the meeting temporarily.
- If the video or audio is choppy, try turning off your video. Please always use reliable private or enterprise WiFi.
(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/conduct/

(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, weekly reflections, 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:
https://diversity.utexas.edu/disability/

(8) Electronic communication protocol. The professor will read her e-mail account twice a day and reply to messages. She will NOT read e-mail on Saturday, Sunday, or during the Thanksgiving Holidays.

(9) The material discussed in this class is very sensitive and we do not record our sessions.

(10) Additional resources for students

COVID-19 Update: https://coronavirus.utexas.edu/students

Libraries: http://www.lib.utexas.edu/

Instructional Technology Services: http://www.utexas.edu/its/

Student Emergency Services: http://deanofstudents.utexas.edu/emergency/
BeVocal
BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

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

Aug. 26 Introduction: Introduction to the course, and class assignments.

Aug. 31 Toward a feminist sociological understanding of sexual violence
Lecture on sexual violence across Mexican cultures

Sep. 2 The History of Sexual Violence: War, Conquest, and Sexual Domination in Mexican Territories

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

Sep. 7 Labor Day holiday

Sep. 9 * Simms, Miscegenation and Racism: Afro-Mexicans in Colonial New Spain

* Watch presentation by Dr. María Elisa Velásquez: Africans and Afrodescendant Women in Mexico City during Colonial Times:
  https://news.vanderbilt.edu/2012/02/03/velasquez-video/

Sep. 14 * Carrigan & Webb, The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 to 1928 (C)
Sep. 16  Gender Inequality and Heterosexuality

* González-López & Gutmann, *Machismo* (C)

* González-López, *Immigration, Race, and Women* (C)

Recommended: Ramos Lira, Koss & Russo, *Mexican American Women’s Definition of Rape and Sexual Abuse* (C)


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

Sep. 23  Migration and Settlement: Women, Men and their Families

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


**Due today: Paper # 1**

Sep. 28  * González-López, *Nunca he dejado de tener terror* (C)

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

Sep. 30  * 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**
Oct. 5  
* González-López, *Heterosexual Fronteras* (C)  

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

Oct. 7  
**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**

Oct. 12  
* 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)

Oct. 14  
Presentation by our UGS librarian Ms. Annah Hackett.

Oct. 19  
* 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)

Oct. 21  
Final paper project: Follow up and discussion of final paper  

**Due today: Paper # 2**
Oct. 26  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”

Oct. 28  Violence at the Border

* Morales & Bejarano, Border Sexual Conquest (C)

* Lagarde, Preface: Feminist Keys for Understanding Feminicide (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)

Nov. 2  * Lecture on sexual violence in Ciudad Juárez and other parts of Mexico

Watch: “Why do femicides in Mexico persist?”
* [https://www.youtube.com/watch?v=9gOcK3X7jY](https://www.youtube.com/watch?v=9gOcK3X7jY)

Read & watch:
* “Un Violador En Tu Camino: The Song That Made Transnational Feminism Go Viral” ~ Ms. Magazine, available online.
* 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)
Nov. 4  * Final paper project: follow up and group discussion

**Due today: Revised version of Paper # 2**

Nov. 9  **Sexual Violence Within Families**

Researching incest:
* González-López, *Epistemologies of the Wound* (C)
* González-López, *Ethnographic Lessons* (C)

Nov. 11  * Lecture on conducting research on incest

Nov. 16  Family Secrets book, Ch. 1 (pp. 1-22) and Ch. 2 (pp. 31-75)

Nov. 18  Family Secrets, Ch. 3 (pp. 76-124)

Nov. 23  Family Secrets, Ch. 4 (pp. 125-179)

* Recommended: ENDIREH 2016 report (C)

Nov. 25  **Thanksgiving Holidays**

Nov. 30  Family Secrets, Ch. 5 (pp. 180-231)
Recommended: Liguori & Aggleton, *Aspects of Male Sex Work in Mexico City* (C)

Dec. 2  Family Secrets, Ch. 6 (pp. 232-270)

Dec. 7  **Last class day**

Dialogues for Social Change: Final Reflections and Class Activity

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

Dec. 11  Final paper due today by 3:00 pm.

Send the the document (Word format) via email to the professor and the teaching assistant.