

**WGSS 293T - Latinx and Latin American Feminisms:
From #MeToo to #NiUnaMenos**

Fall 2019, Tue&Thu 4-5:15
South College W205

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Office Hours: Tue&Thu 11:30am-1pm, South College W412

Class Description

The current revival of feminist activism and the ‘mainstreaming’ of feminist rhetoric and symbolism are not solely United States phenomena. In the last four years, Argentina has experienced one of the most vivid and far-reaching mobilizations of women and feminist organizations in Latin America. Much like the #MeToo movement, Argentine women have mobilized crowds in the streets around a hashtag, #NiUnaMenos. This 200-level course is a theoretically-oriented survey of contemporary women’s organizing and theorizing. We will proceed through the study of paradigmatic cases guiding our analysis and discussion with substantive issues in feminist theory and social movement organization. We will address topics such as femicide, reproductive rights and coloniality of power, as well as responses through political organizing. We will look at similarities, variation and transnational connections in feminist issues and mobilization, and the epistemic encounters that take place. Women and LGBTQI people across the Americas are demanding recognition and inclusion while organizing in creative ways. With particular attention to the racialization of gender and the impact of class on the meaning of gender, we will learn about their strategies, tactics, their success stories and the challenges they continue to face.

At the end of this course, students will be able to:

- * Understand and be conversant in critical themes in feminist studies as exemplified by paradigmatic cases in the Americas.
- * Analyze topics about gender, sex, and sexuality from a variety of regional, historical and thematic contexts, with particular attention to racial and socio-economic dynamics.
- * Establish connections between issues/topics learned in class and how they play out similarly or differently in the United States.
- * Understand foreign struggles for rights and self-determination, and the stakes at play as they might relate to student’s lives.
- * Develop informed opinions on issues that women and LGBTQI populations face in the Americas.

Course Policies

All undergraduate students are responsible for complying with the rules, regulations, policies, and procedures contained in the Academic Regulations and other official University publications and announcements which may be issued from time to time. This document includes policies on

absences, grading, late withdrawal and related issues.

<https://www.umass.edu/registrar/students/policies-and-practices/academic-regulations>

Students who miss class due to extenuating circumstances will not be penalized and will be granted appropriate accommodations and reasonable assistance. However, please note that it is your responsibility to contact your instructor in a timely fashion about making up missed work.

Extenuating circumstances include, but are not limited to: jury duty, military obligations, scheduled activities for other classes, the death of a family member, or a verifiable health-related incapacity. If you need to absent from class due to a medical issue, an email explaining the situation with a photo or scanned version of your doctor's notice will suffice.

Late assignments will be received but might be subject to a grade penalty commensurate with the tardiness of the submission. If a student is facing an extraordinary circumstance that do not allow them to fulfill academic commitments, following Academic Regulations I will grant an extension or the form of accommodation most adequate for the situation. Please contact me as soon as you know you might need extra time for an assignment.

Academic Honesty: Academic dishonesty, in any form, is not acceptable and you are responsible for educating yourself about the University's official policy on academic honesty. Following is a summary (you can read it in full at

http://www.umass.edu/dean_students/code_conduct/acad_honest.htm): "If an instructor finds that a student has violated the University's Academic Honesty Policy, the instructor has the right to lower the student's grade, or even to fail the student for the course. Students have the right to appeal such a grade penalty by an instructor. The University Academic Honesty Board, which must be notified by instructors of any grade penalty, reviews all student appeals. The Board may sustain or recommend modification of the penalty given by the faculty member, or may recommend sanctions exceeding those originally given, such as suspension or expulsion from the University. The Board may also recommend sanctions for offenders who have committed multiple violations of the Academic Honesty Policy but who have not appealed the faculty members' decisions."

Accessibility: The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), please notify me within the first two weeks of the semester so that we may make appropriate arrangements:

<http://www.umass.edu/disability/procedures.pdf>

Pronoun Use: There is a long history of dialogue and activism around how we address one another, with respect to both names and pronouns. Students should be referred to by the name they prefer, and with the proper pronunciation, by faculty and other students. I will gladly honor your request to address you by the name and gender pronouns you prefer. Please advise me of your name's proper pronunciation, and any name or pronoun preferences not reflected in Spire early in the semester so that I may make appropriate changes to my records.

Title IX: Women, Gender, Sexuality Studies (WGSS) classes are a place where issues of sexual violence and other sexual misconduct are discussed as a matter of course. It's not a taboo subject, and feminists have long worked to develop theory and activism around sexualized violence, including rape, dating violence, child sexual abuse, and the like. If you want to discuss your own

personal experiences of sexual violence in a class, we don't consider that a "report" covered by Title IX (although if you want faculty help and support in reporting sexual violence, we are here to help you do that). Other available resources on campus for addressing sexual violence include both confidential and non-confidential resources—non-confidential resources will keep your concerns private but will report your concerns to the Title IX coordinator, or, the Dean of Students Office who will provide you with different options to assist you. Confidential resources will keep your concerns confidential and will provide you support, assistance in addressing safety concerns as well as other services such as providing you with an advocate. The resources can be found at www.umass.edu/titleix/.

WGSS HAS A WRITING TUTOR:

You can access everything you need to know about WGSS Writing Tutoring (announcements, session sign ups, resources, office hours, updates, a writing blog, etc.) on the Tutoring Website, www.wgsswritingtutor.com. Email: wgsswritingtutor@gmail.com.

WGSS Librarian: WGSS has specialized librarians, Isabel Espinal and Anne Moore who can assist students with research. These librarians have developed a subject area research guide which has links and information to contact them directly. <http://guides.library.umass.edu/wost>

Assignments and Evaluation

Students are expected to come to all classes prepared to discuss assigned readings and class material, which will be an integral part of the final grade. However, please note that most of the grade for the course will consist of written evaluations.

Attendance and Participation	(20%)	Ongoing in-class
Reading Responses (x6)	(20%)	Due Online
Midterm Exam	(30%)	Take-home assignment
Final Exam	(30%)	In-Class exam
Class Journal	(not graded)	Anytime!

All assignments will be graded based on the predetermined scale of Moodle:

Highest	Lowest	Letter
100.00 %	93.00 %	A
92.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	83.00 %	B
82.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	73.00 %	C
72.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	60.00 %	D
59.99 %	0.00 %	F

Attendance and Participation (20%): The best way students can demonstrate their engagement with class material is by participating actively in class. To have interesting debates that contribute to our understanding of women’s organizing and feminist movements, students must read the assigned material assigned and be prepared to discuss it in class. Good participation means that students are prepared to discuss assigned readings and lecture content, that they engage substantively in class discussion and attend to questions posed by the instructor, and also listen to their peers’ comments and take them seriously. I expect students to critically assess class material, which means listening, thinking critically and asking meaningful questions. The overall grade will be assessed based on class attendance and contributions to discussions and class activities.

Reading Responses (20%): Students will present 6 small written assignments corresponding to substantive topics covered in class. Since topics are organized weekly responses should cover the material of two classes. In 500 words, responses should address the main arguments of the readings, connect two different texts or address a particular argument of special interest to the student. Additionally, responses should offer a critical reflection of the material itself. These written assignments are designed to evaluate basic comprehension of reading material and to invite active participation in class discussion and activities. I expect responses to have two ‘sections’: a brief summary and a critical reflection. A good reading response (‘B’ grade-range) offers a brief, yet precise, summary of the main argument, theme or discussion posed by the assigned readings. An excellent response (‘A’ grade-range) goes beyond summarization and offers student’s critical reception of the text. Students can offer analysis and critical evaluation of the readings based on several criteria: how much or how little they were compelled by the author’s arguments; how the arguments on the text bode in relation to current political events; how the text illuminates, obscures or conflicts with their personal experience —these criteria are an example, you can go beyond. You can be creative as to what a ‘section’ means and feel free to experiment with form in writing these responses. However, make sure that you are communicating to the reader the main arguments of the assigned material and your critical assessment of it.

- ◇ Responses are due via Moodle before the last class of the chosen weeks, meaning Thursday by 4pm.
- ◇ The lowest grade will be dropped from the final grade, meaning only 5 graded assignments will count toward the 20%.

Midterm Exam (30%): The midterm exam will be a take-home assignment. I will provide two questions a week in advance of the due date and students shall pick one and use it as a prompt to write a small essay. 4-6 pages.

Final Exam (30%): The final exam will be prompted during exams week. Students will receive three preparatory questions a week ahead, one of which will be the actual exam question. On the day of the exam, students will write an essay in response to the assigned question. Students can bring a ‘cheat-sheet’ to the final exam as an aide to compose the essay. Traditionally it is a piece of paper with class notes, quotations from the readings and any relevant information or content that might help you compose the essay. Here you are allowed to bring as many sheets of paper as you have notes.

Class Journal (not graded): Unlike other academic topics, classes focused on gender have an added weight beyond the complexity of the material itself. Often, we find ourselves learning about a gendered and racialized world in a way that changes how we view ourselves in it. Intellectual reflections in this course might elicit all kind of emotions: a sense of confusion, despair and anger, but also excitement and the desire to go out and change the conditions of our lives. The class journal is a space to put those thoughts on paper and to engage in a collective exercise of self-reflection. The entries can look however you like, a paragraph, a sentence, a poem, a drawing, a piece of art. Or perhaps you want to share some current events with the class. Your imagination—and googledocs—are the limit. I will circulate a link for the googledoc so that we all have access to view and edit. By the end of the semester, I hope to have a well-fed document where students have been able to produce a type of content not usually required in a college class, but that still reflects the relevance of class material to everyday life.

Class Schedule:

Cluster 1: Gender and Politics

January 22nd Introduction.

January 24th A return to the right.

- Cannon, Barry. "Inside the Mind of Latin Americas New Right." *NACLA Report on the Americas* 48.4 (2016): 328-33. ProQuest. Web. 12 Mar. 2018.
- Main, Alexander. "The End of a Progressive Cycle?" *NACLA Report on the Americas* 48.4 (2016): 381-4. *ProQuest*. Web. 12 Mar. 2018.

January 29th Responses in the United States.

- Grant, Melissa Gira, “The Unsexy Truth About Harassment” In: *The New York Review of Books*. Online at: <https://www.nybooks.com/daily/2017/12/08/the-unsexy-truth-about-harassment/>
- Bennet, Jessica. “The ‘Click’ Moment: How the Weinstein Scandal Unleashed a Tsunami” *The New York Times*, Online at: <https://www.nytimes.com/2017/11/05/us/sexual-harrasment-weinstein-trump.html?action=click&module=RelatedCoverage&pgtype=Article®ion=Footer>
- “Person of the year 2017: The Silence Breakers” *Time*. Online at: <http://time.com/time-person-of-the-year-2017-silence-breakers/>

January 31st Responses Further South.

- NACLA Report on the Americas. Volume 50, 2018 - Issue 4: Women Rising in the Americas. Volume 50 NACLA. [Several Essays]
<https://www.tandfonline.com/doi/full/10.1080/10714839.2018.1550974>

February 5th Contra Neoliberalism

- Schild, Verónica. 2015. "Emancipation as Moral Regulation: Latin American Feminisms and Neoliberalism." *Hypatia: A Journal of Feminist Philosophy*, Emancipation, 30 (3): 547–63.

February 7th Decolonial Feminism

- Lugones, María. Toward a Decolonial Feminism. *Hypatia* vol. 25, no. 4 (Fall 2010)

Cluster 2: Under Fire

February 12th. Reproductive Rights. *Peru*

- Ewig, Christina. "Hijacking global feminism: feminists, the Catholic Church, and the family planning debacle in Peru." *Feminist Studies*, vol. 32, no. 3, 2006.
- Boesten, Jelke. "Free Choice or Poverty Alleviation? Population Politics in Peru under Alberto Fujimori." *Revista Europea De Estudios Latinoamericanos Y Del Caribe / European Review of Latin American and Caribbean Studies*, no. 82 (2007): 3-20

February 14th. Forced Sterilizations and Reproductive Rights. *Puerto Rico*

- Briggs, Laura. "Discourses of "forced sterilization" in Puerto Rico: the problem with the speaking subaltern." *Differences: A Journal of Feminist Cultural Studies* 10.2 (1998): 30-33.

February 19th. **[Monday Schedule]**

February 21st Femicide.

- In class film: *Wind River* or *Senorita Extraviada*
- "Understanding and Addressing Violence Against Women. Femicide"
http://apps.who.int/iris/bitstream/handle/10665/77421/WHO_RHR_12.38_eng.pdf;jsessionid=2DAC7907F3D8F6A404481E796787ED65?sequence=1
- "Native American Women Still Have the Highest Rate of Rape and Assault" High Country News. <https://www.hcn.org/articles/tribal-affairs-why-native-american-women-still-have-the-highest-rates-of-rape-and-assault>

February 26th. Femicide and Abortion Rights. *Argentina*

- "Intrusos" *Rough Translation*, Podcast, 34min. Online at:
<https://www.npr.org/2018/06/29/624799760/intruders>
 - For reference, not mandatory: "Intrusos" Show in Spanish:
https://www.youtube.com/watch?v=1_TNbkR-QD0
- International Coverage [read in order]:
 - Pomeranic, Hinde. "How Argentina rose up against the murder of women" *The Guardian*, June 8th 2015. Online at:
<https://www.theguardian.com/lifeandstyle/2015/jun/08/argentina-murder-women-gender-violence-protest>

- Goñi, Uki. "Argentina: hundreds of thousands of women set to protest against violence" *The Guardian*, Oct 19th, 2016. Online at: <https://www.theguardian.com/world/2016/oct/19/argentina-women-strike-violence-protest>
- Fernandez Anderson, Cora "In Argentina, Feminist Versus the Catholic Church" *NACLA* Online at: <https://nacla.org/news/2018/06/07/argentina-feminists-versus-catholic-church>

February 28th Femicide and Abortion Rights. *Argentina*

- Abrego, Verónica Ada. "Embodying Memories: The Women Rights Movement "#NiUnaMenos" and the Women Narratives about State Repression in Argentina." *Cadernos Prolam/USP* 16.30 (2017): 115-135.
- Luengo, María. "Gender violence: the media, civil society, and the struggle for human rights in Argentina." *Media, Culture & Society*, 40(3), 397–414.
- MIDTERM EXAM QUESTION.

Cluster 3: Cultures of Resistance

March 5th Chicana Feminism

- Anzaldúa, Gloria. 2007. *Borderlands : The New Mestiza = La Frontera*. San Francisco : Aunt Lute Books, 2007.

March 7th Chicana Feminism

- In Class Film: *The Desert Is No Lady* [maybe, in process of acquisition]
- Cisneros, Sandra. *Woman Hollering Creek and Other Stories*. Vintage Contemporaries. New York : Vintage Books, 1992. [selected stories]
- MIDTERM EXAM DUE

[SPRING BREAK]

March 19th Indigenous Women's rights *Guatemala*

- Hernandez, Aida. *Multiple InJustices: Indigenous Women, Law, and Political Struggle in Latin America*. Tucson: The University of Arizona Press [selections]

March 21st Indigenous Women's rights *Mexico*

- Klein, Hilary. *Compañeras: Zapatista Women's Stories*. New York, NY: Seven Stories Press, 2015. [selections]
- Hernandez, Aida. *Multiple InJustices: Indigenous Women, Law, and Political Struggle in Latin America*. Tucson: The University of Arizona Press [selections]

March 26th. Racial Justice. *Brazil*

- Perry, Keisha-Khan Y. 2013. *Black Women against the Land Grab : The Fight for Racial Justice in Brazil*. Minneapolis : University of Minnesota Press [selections]

March 28th Racial Justice. *Brazil*

- Perry, Keisha-Khan Y. 2013. *Black Women against the Land Grab : The Fight for Racial Justice in Brazil*. Minneapolis : University of Minnesota Press [selections]

Cluster 4. Epistemic Challenges

April 2nd The Politics of Feminist Translations

- Thayer, Millie, “Translations and Refusals: Resignifying Meanings as Feminist Political Practice” Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*.

April 4th The Politics of Feminist Translations Continued

- Millán, Margara. “Politics of Translation in Contemporary Mexican Feminism” Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*.

April 9th The politics of Language

- Perry, Keisha-Kahn. 2016. “Geographies of Power: Black Women Mobilizing Intersectionality in Brazil”. *Meridians: feminism, race, transnationalism* 14 (1): 94-120.

April 11th The politics of a feminist language Continued

- Mosby, D. E. "Traveling Words: A Reflection on “Rotundamente negra” and Afro-Descendant Women’s Cultural Politics." *Meridians: feminism, race, transnationalism*, vol. 14 no. 2, 2016, pp. 25-45. *Project MUSE*, muse.jhu.edu/article/650686.

Cluster 5. Into the future.

April 16th Queer Spaces/Possibilities

- In class film: *Madame Satã*
- Gill, L.K., 2018. *Erotic Islands: Art and Activism in the Queer Caribbean*. Duke University Press. [read selections]

April 18th. Queer Spaces/possibilities

- Gill, L.K., 2018. *Erotic Islands: Art and Activism in the Queer Caribbean*. Duke University Press. [selections]

April 23rd Trans-Local Dialogues

- Bueno, Pashca. “Queer/Lesbiana Dialogues among Feminist Movements in the Américas” In: Alvarez, Sonia E., Claudia de Lima Costa, Verónica Feliu, Rebecca J. Hester, Norma Klahn, and Millie Thayer, eds. 2014. *Translocalities/Translocalidades: Feminist Politics of Translation in the Latin/a Américas*.

April 25th Levels of commitment.

- Ahmed, Sara. 2017. *Living a Feminist Life*. Durham : Duke University Press, 2017. [selections]

April 30th Recap Exercise: Evaluating current issues.

- Final Exam Questions

FINAL EXAM DURING EXAMINATION WEEK, date/place TBA