

**Of Machos, Marias, and Jezebels:  
Gender and Sexuality in Latin America and beyond**

Instructor: Rosana Resende  
Office: GRI 309

E-Mail: rrbmia@ufl.edu  
Office Hrs: By appointment

### **Course Description**

When one thinks of gender issues in Latin America, chances are that the stereotypes of the course title come to mind: the stereotypical Latin lover, smooth with the ladies and rough with the men; the sultry and seductive femme fatale who can enchant a man with a flick of her curly mane; last, but not least, the self-sacrificial Madonna-type, virginal, caring, devoutly familial and domestic. Why is it that the male stereotype is singular and the female is dualistic? Why do these two women exist in opposition in an imaginary that does not allow for them to be one and the same? Traditional family values are also supposed to reign supreme in Latin America, handed down by centuries of Catholic ideology. Men work, (both of their) women raise children, boys run wild and girls stay mild.

It seems odd, then, that this region has produced multiple heads of state who are women, such as Cristina Fernandez and Dilma Rousseff. That this is the same place where where men say no to machismo and yes to tender interactions with women and children. The same Latin America where communities are sanctioning gay marriage, where reproductive rights are becoming destigmatized, where men and women, gay and straight are demanding full participation in all aspects of public and private life.

In this course, we will explore how issues of gender cut across various facets in the lives of Latin Americans given the cultural and historical frameworks that structure their lives. We will look at how gender politics manifest themselves across four broad themes:

•**Imaginary**—What sorts of ideas are circulated from within and about Latin American gender identities and sexuality. What are the standards of beauty, and whose are they? What are the legacies of patriarchy, machismo, and *marianismo*?

•**Family and intimate relations**—How are gender roles passed on? How does marriage and parenting work? How prevalent is gender-based-violence? Where do alternate sexual identities fit in?

•**Society and public sphere**—How does religion affect gender issues? How is health and access to healthcare differentiated by gender? Where do gender and labor interface? How does labor affect, instigate, and deter from political engagement and mobilization? What is the role of gender in negotiating conflict?

•**Globalization and migration**— How does globalization impact different gender identities today? In what ways is tourism a gendered experience in Latin America?

What kinds of gendered migration patterns exist in different labor sector? How does trafficking (forced migration) play into the traditional scripts of gender roles?

**Course Objectives:**

At the end of the course, students should be able:

- ❖ To examine the ways in which gender and sexual identities are constructed and circulated in and about Latin America.
- ❖ To analyze gender as a social construct and be attuned to hierarchies of power that privilege certain expressions over others
- ❖ To identify and define the intersections of gender in both public and private spheres, looking at resistance and challenges to status quo but also understand the push behind maintenance and reproduction of the same
- ❖ To develop analytical writing and critical thinking skills in an interdisciplinary context

**Course Requirements****Text and Readings:**

Readings will be drawn from two primary texts and additional articles posted on Sakai. Students are expected to complete all assigned readings prior to class.

**Required Texts:**

*Gender in Latin America*. 2003. Sylvia Chant with Nikki Craske. Rutgers University Press.

*Sex and Sexuality in Latin America*. 1997. Daniel Balderston and Donna J. Guy. New York University Press.

**Course Evaluation:**

Your performance in this course will be evaluated through multiple assignments and in multiple formats.

**Attendance and participation.** Each student is expected to attend class regularly and participate actively in discussions and Cafés. A rubric posted in Sakai outlines the expectations for this portion of your grade. Your performance on unannounced quizzes will also be calculated into this grade.

**Course Journal:** You are expected to maintain a journal of your reactions and reflections regarding this course. Journals will be turned in four (**4**) times during the term and must contain at least three (**3**) entries each time. Journal assignments will be a mixture of guided and free-form assignments.

**Midterm:** There will be a mixed-format midterm. You will have choices.

**Interview Series:** Students are expected to identify two people to be interviewed two (2) times during the term on assigned topics. Interviews should be semi-structured, composed of open-ended questions, and last approximately 20-30 minutes. They may be conducted in person, over the phone, or via Skype, but must be conducted orally. If possible, the audio should be recorded for reference.

Participants should be the same for both interviews: exceptions will only be made with prior approval. They should differ significantly on at least one demographic criterion: gender, sexual orientation, age, race, or nationality or ethnicity. Ideally, participants are people who would be very comfortable discussing their views with you even if they refuse to answer specific questions. Students will analyze and discuss their findings within the context of the course and share their findings at the end of the semester. (Guidelines on Sakai.)

**Final Exam:** The final exam will be structured much like the midterm. You will not be responsible for the material covered in the first half of the course in the objective questions. However, the short essays will require a synthesis of all that you have learned in the course. .

Attendance and participation:	20%
Course Journal:	25%
Midterm:	15%
Interview Series:	25%
Final Exam:	15%
<b>Total:</b>	<b>100%</b>

### **Grading Scale:**

**A** 95-100 **A-** 90-94 **B+** 87-89 **B** 83-86 **B-** 80-82 **C+** 77-79 **C** 73-76 **C-** 70-72  
**D+** 67-69 **D** 63-66 **D-** 60-62 **E** 59 and below

### **COURSE POLICIES**

**DECORUM:** This course will cover controversial subjects in a frank and open manner. Some of the material encountered may be offensive to some of you on personal, moral, or religious grounds. I intend to cover this material in a sensitive, rather than sensationalistic, way. However, I want it to be clear that we will cover issues such as: commercial sex, sexual tourism, sexual abuse, abortion, gender-based violence, sexual practices, and trafficking of persons. Readings may contain graphic descriptions or pictures.

Students are expected to be able to discuss the material as mature adults. Please feel free to express your opinions, but know that the course is not a forum for extreme positions. Personal attacks on students who disagree with you will not be tolerated. Students are welcome to abstain from discussion on topics they find particularly difficult—just let me know beforehand. However, you will still be responsible for all of the readings.

**ATTENDANCE:** Class participation is an important part of your grade. No more than three (**3**) unexcused absences will be accepted during the term. After the third absence, you will lose one point deduction on your attendance/participation grade for each absence.

**TARDINESS:** Tardiness is extremely distracting. If you must arrive late or leave early, please do so very quietly. Chronic tardiness will result in a penalty of 5 points on your attendance/participation grade.

**MAKE-UP POLICY:** There will be no make-ups.

**LATE ASSIGNMENTS:** Everyone is allowed one "free" pass on a late journal or interview assignment. After that, late assignments will lose one full letter grade.

### **UNIVERSITY POLICIES:**

#### **Academic Honesty:**

Anyone caught cheating will receive an "E" grade, and be referred to the dean's office. For the University's policy on academic honesty, please visit <http://www.dso.ufl.edu/judicial/procedures/academicguide.php#3>

#### **Students with disabilities:**

Students with disabilities requiring classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

**INCOMPLETES:** In accordance with UF policies, an incomplete may be assigned at the discretion of the instructor as an interim grade for a course in which:

- 1) the student has completed a major portion of the course with a passing grade, AND
- 2) been unable to complete course requirements before the end of the term because of extenuating circumstances, AND
- 3) obtained written agreement from the instructor and arranged for resolution of the incomplete grade.

## COURSE OUTLINE

### Week 1:

#### Gender and the Imaginary

**Journal Topic:** Ideas about gender, gender enculturation, biology vs. society

**M. May 14:** *Course intro: Doing Gender*

**T. May 15:** *Tracing Gender Ideologies: Folklore, history, legends*

Chant and Craske, Ch. 1: Introduction

Deutsch: Undoing Gender

Taylor: Reinterpreting Malinche

At: <http://www.precolumbianwomen.com/malinche.htm>

**W. May 16:** *Masculinities*

Penglase: The Owner of the Hill: Masculinity and Drug-trafficking in Rio de Janeiro, Brazil

Balderston & Guy, Ch. 13: Multiple Masculinities: The World of Tango and Football in Argentina (Archetti.)

**R. May 17:** *Femininities*

Stevens: Marianismo: The Other Face of Machismo

Rogers: Spectacular Bodies

**F. May 18:** *Media and Popular Culture*

Pravaz: Brazilian Mulatice

The Bronze Screen: <http://www.youtube.com/watch?v=w8iT1DwQRLQ>

JOURNALS DUE

\*Participants for interviews should be identified by the end of this week.

### Week 2:

#### Family and Intimate Relations

**Journal Topic:** Men are from Mars, Women are from Venus? Seriously?

**M. May 21: Imaginary Discussion Café**—students must come into class with a typed sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions.

Read: Chant and Craske, Ch. 6: Gender and Sexuality: pp. 134–147 (from Religion, stop before Homosexuality) and Asencio: “Machos and Sluts: Gender, Sexuality, and Violence among a Cohort of Puerto Rican Adolescents.”

**T: May 22:** *Indigenous Gender Relations*

Stephen: Sexualities and Gender in Zapotec Oaxaca

Chant and Craske, Ch. 6: Gender and Sexuality pp. 128-134 (to Religion and Sexuality)

**W: May 23:** *Marriage and Domestic Relations*

Chant and Craske, Ch. 7: Gender, Families, and Households

**R: May 24:** *LGBT in Latin America*

Chant and Craske, Ch. 6: Gender and Sexuality pp. 147-end  
Bacigalupo: Mapuche Man who Becomes Woman Shaman

**F: May 25:** *Claiming Gendered Space*

Howe: Spectacles of Sexuality  
Hernández Castillo: Indigenous Feminisms  
Film: "Macho" (26 minutes.) by Lucinda Broadbent (in class)  
JOURNALS DUE

---

**Week 3: Synthesis and Midterm**

**Interview Topic:** Explore with your participants their ideas about what it means to be a man, a woman, a boy, a girl. How have these ideas changed over their lifetime? What happened to change them? Are there behaviors that invalidate gender? How important is marriage to personhood? Where do they stand on gay marriage?

**M: May 28:** No class, Memorial Day

**T: May 29: Family and Intimate Relations Discussion Café**—students must come into class with a typed sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions.

Read: Balderston & Guy, Ch. 10: Mothers Alive and Dead: Multiple Concepts of Mothering in Argentina (Guy)

**W: May 30:** In-class film: *Amores Perros*

**R: May 31:** Film continued.

**F: Jun 1: MID TERM EXAM.**

---

**Week 4: Gender and the Public Sphere**

**Journal Topic:** Gender and careers, choices, and constraints.

**M: Jun 4:** *Labor*

Chant and Craske, Ch. 8: Gender and Employment  
Watch Maquilapolis: City of Factories (parts 1 and 2)

[http://www.youtube.com/watch?v=HdVMIYEApac&feature=results\\_main&playnext=1&list=PL04487BAB3165CBF3](http://www.youtube.com/watch?v=HdVMIYEApac&feature=results_main&playnext=1&list=PL04487BAB3165CBF3)

<http://www.youtube.com/watch?v=SjhnEs8NCSY&feature=relmfu>

**T: Jun 5:** *Politics and Mobilization*

Chant and Craske, Ch. 2: Gender, Politics, and Legislation  
Fernandes: Barrio Women and Chavez's Venezuela

- W: Jun 6:** *Health and Reproduction*  
Edmonds: Right to Beauty  
Chant and Craske, Ch. 5: Gender and Health
- R: Jun 7:** *Gender and Armed Conflict*  
Arias: Indigenous Women on Civil War  
Cupples: Counter-Revolutionary Women
- F: Jun 8:** *Policing Sexuality*  
Balderston and Guy, Ch. 6: The Birth of Mangué (Caufield.)  
JOURNALS DUE.

---

**Week 5: Globalization, Migration, and Gender.**

**Journal Topic:** Does globalization alleviate or exacerbate gender inequalities? Do desires generate markets or do markets create desires?

**Interview Topic:** Ask your participants about how gender has manifested itself publicly. Have they ever been prevented from doing something because of their gender? Have they ever felt compelled to do something because of it? Was their career choice influenced by gender? How do they imagine cultural differences affecting gender?

**M: Jun 11: Gender and the Public Sphere Discussion Café**—students must come into class with a typed sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions.  
Read: Chant and Craske, Ch. 3: Gender, Poverty, and Social Movements

**T: Jun 12:** *Globalization and Gender*  
Mannon: Love in the Time of Neoliberalism  
Balderston and Guy, Ch. 9: Homosexualities in the Tropic of Revolution

**W: Jun 13:** *Tourism*  
Davidson: The Sex Tourist, The Expatriate  
Little: Living within the Mundo Maya Project

**R: Jun 14:** *Migration and Gender*  
Chant and Craske, Ch. 9 Gender and Migration  
Dreby: Mexican Transnational Parents

**F: Jun 15:** *Trafficking*  
Shirk and Webber: Slavery without Borders  
Cardarello: Legal Child Trafficking  
JOURNALS DUE

---

**Week 6 Globalization, Migration, and Gender**

**M: Jun 18:** **Discussion Café**—students must come into class with a typed sheet of paper outlining 1) major points learned thus far 2) areas that lack clarity and 3) thoughtful discussion questions.

Read: Arenal: Women in the Oaxaca Teachers' Strike and

**T: Jun 19:** *Course wrap-up*

Chant and Craske. Ch. 10: Conclusion: Looking to the Future.

Sharing of interviews

**W: Jun 20:** Sharing of interviews

INTERVIEW ASSIGNMENT DUE

**R: Jun 21:** Course review

**F: Jun 22:** FINAL EXAM