

## **Latin American Feminism and Latinx Feminism**

### **Syllabus**

#### **Course Description**

This course first aims to encourage students to recognize two different modes of intellectual work produced by women from Latinx communities in the USA, and Nuestramérica/Abya Yala. Through the readings of seminal works by Anzaldúa, Lugones, Sor Juana Inés, Rosario Castellanos, and others, students will engage with the difference of feminisms depending on their location. The second part of the course offers an overview of ideas, discussions and recent debates concerning feminism and women's social mobilizations from Bravo River to Patagonia: with a focus on significant contributions from indigenous and women, and women of color.

(The class will be taught in Spanish, but students with an intermediate level of Spanish are welcome, and participants whose major/minor is not Spanish.)

#### **Learning Objectives**

The initial discussion of two different conceptual frameworks will assist in understanding the “punto de vista cero”: an important concept in Latin American Philosophy. The second part of the course presents an introduction to Latin American feminism. Students will recognize such main contributions as the comunitarismo (as an horizontal organization), critiques of western and white feminist canons and the resistance of indigenous women to male indigenism. The course includes a focus on the multiple forms of political activism associated with the ideas discussed.

#### **Required texts**

All the readings and films are available on Canvas under “files” and organized in weekly folders.

#### **Laptop and technology policy:**

Laptops, iPad, electronic reading devices and other electronic devices are allowed in class to access your readings and to take notes.

### **Attendance Policy**

Students should arrive on time and come to class having all the readings ready for every session. As students, you are expected to formulate good questions, comments, provocations and, of course, disagreements related to the class. Absences are not allowed, in case of illness, or another kinds of emergencies an explanation must be given.

### **Course evaluation**

Final course grades will be calculated through a combination of:

#### **1 Attendance & Participation 10%**

Your attendance and participation are important. The classroom will be a place for thinking aloud as a collective community interested in the creation of a comfortable environment enriched by careful reading, informed questions, and attention to classmates' opinions.

#### **2. Presentation 10%**

This will be a short presentation of 5 minutes or 2 written pages. Concentrate on presenting your viewpoint about the reading, rather than just a resume of the text. Ask yourself: will my classmates be able to express disagreement or agreement with my viewpoint.

#### **3. Two midterm papers: Total 55% of the final grade**

##### **First midterm paper: 20%**

- **For undergraduate students:** you will write a glossary of 5 concepts, presented in 2 pages, this will be returned with comments from Cintia Martínez.
- **For graduate students:** the first essay should be between 2-3 pages. It should demonstrate your critical analysis ability and reflective engagement with the

material reviewed in class. It should be written formally and provide full citations. The topics will be provided in class. Those essays will be returned with comments from Cintia Martínez.

### **Second midterm paper: 35%**

- **For undergraduate students:** you should rewrite the previous glossary with corrections, now extending it to 6 pages, you will choose your favorite 2-3 keywords and write something longer about them.
- **For graduate students:** the second midterm paper should extend the research completed for the first midterm paper. It will take into consideration the comments and feedback received in the first evaluation (done in 'track changes' format) and deepen the previous work. The essay should be between 7-10 pages.

### **4. Online contributions: 10%**

Every week you should write a post about something you appreciated, or with which you disagreed, in class. The post is important to demonstrate your interest in the class, so, it expected your suggestion (a link, an article, a book, a conference, etc.) related to the idea you want to share. This will be done every Monday.

### **5. Final exam 15%**

The exam will be a paper where you will answer a question/dilemma, from three possible questions/dilemmas, you will select one of them and answer it, it will presented on March 18<sup>th</sup>. The answer will be developed in two pages -as argued as possible and as clear as possible.

\*A page: 12 point Times New Roman font, double spaced, with 250-300 words.

## 1. **The contrast between Latina American Feminism and Latinx Feminism. Standpoint**

7 January. Keyword: Manoeuvres

- "La Prieta" Gloria Anzaldúa and "La Güera" Cherrie Moraga in *This bridge called my back, writings by radical women of color*, ed. By Cherrie Moraga and Gloria Anzaldúa. 4th Edition, SUNY Press, 2015. ISBN 13: 978-1438454382.

---"Chicano and Latino Literary Studies" in Mexico in *The Routledge Companion to Latino/a Literature* ed. by Suzanne Bost and Frances R Aparicio, London-New York, Routledge, pp 95-106.

9 January. Keyword: Borderlands

- Belasteguigoitia, Marisa, "Borderlands/La Frontera: el feminismo chicano de Gloria Anzaldúa desde las fronteras geoculturales, disciplinarias y pedagógicas", *Debate Feminista*, 20:40, pp 149-169, 2009.

14 January. Keyword: Linguistic Terrorism & Chingada

-Anzaldúa, Gloria, *Borderlands, La frontera*, Fourth edition 2012, Aunt Luter Books. ISBN-13: 9781879960855. (Chapter 5)

16 January. Linguistic Terrorism & Chingada

-Alarcón Norma, "Traddutora, Traditora: A Paradigmatic Figure of Chicana Feminism", *Cultural Critique No 13, The construction of Gender and Modes of Social Divison*, 1989, University of Minnesota Press, pp 57-87.

21 January. Keyword: New Mestiza/Malinche

- Anzaldúa, Gloria, *Borderlands, La frontera*, Fourth edition 2012, Aunt Luter Books. ISBN-13: 9781879960855. (Chapter 7)

-Alarcón, Norma, Chicana Feminism: In Tracks of “The” Native Woman”, *Cultural Studies*, Vol 4, 1993. At <https://www.tandfonline.com/doi/abs/10.1080/09502389000490201>

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*Further suggested reading*

-Marina Trujillo Patricia, “Feminism” , *The Routledge Companion to Latino/a Literature*, S. Bost and R Aparicio, London-New York, pp pp 62-71.

23 January. Keyword: Dignity

- Discurso de la Comandanta Esther en la Tribuna del Congreso de la Unión, Enlace Zapatista, <https://enlacezapatista.ezln.org.mx/2001/03/28/discurso-de-la-comandanta-esther-en-la-tribuna-del-congreso-de-la-union/>

-Entrevista a la Comandanta Esther by Guiomar Rovira, Enlace Zapatista, <http://enlacezapatista.ezln.org.mx/2001/02/22/comandanta-esther-entrevista-con-guiomar-rovira/>

28 January. Keyword: Command Obeying

- Marcos, Sylvia, *Actualidad y cotidianidad: La ley revolucionaria de mujeres del EZLN*, CEDECI, Univesidad de la Tierra, Chiapas, 1993.

-Subcomandante Marcos “Mandar obedeciendo”, 1994.

[http://www.memoriapoliticademexico.org/Textos/7CRumbo/1994-Mandar\\_obedeciendo.html](http://www.memoriapoliticademexico.org/Textos/7CRumbo/1994-Mandar_obedeciendo.html)

30 January, Keyword: Social Essentialism and Decolonization

-Chandra Mohanty, “Bajo los ojos de Occidente“, en *Descolonizando al feminismo*, Ed. By Aida Herández y Liliana Suárez, Cátedra, 2008. ISBN: 978-84-376-2469-3

### **First Midterm paper February 2nd**

4 February. Keyword: Coloniality

-Lugones, María, “Toward a Decolonial Feminism,” *Hypatia* Vol. 25, No. 4, Fall 2010, pp. 742-759.

-Walsh Catherine, “Sobre el género y su modo-muy-otro”, *Cuadernos de Estudios Culturais*, Vol 2:20, 2018.

6 February, Keyword: Junction of patriarchates

-Cabnal, Lorena, “Acercamiento a la construcción de la propuesta de pensamiento epistémico de las mujeres indígenas feministas comunitarias de Abya Yala. Feminismos diversos: el feminismo comunitario” en *Feminismos diversos: el feminismo comunitario*, 924, Madrid, ACSUR, 2010.

11 February. Keyword: Indigenous women's movement

-Hernández Castillo, Rosalva. "Entre el etnocentrismo feminista y el esencialismo étnico. Las mujeres indígenas y sus demandas de género" en *Debate Feminista* no. 24, 206-224, Universidad Nacional Autónoma de México, 2001.

### **Precursor Feminist and Political Context**

13 February. Keyword: Politics & Theology

-Schons, Dorothy, "Algunos puntos oscuros en la biografía de Sor Juana Inés de la Cruz", (unpublished translation) of "Some Obscure Points in the Life of Sor Juana Inés de la Cruz" in *Modern Philology*, Vol 24 no 2, 1926, pp 141- 162.

-*Juana Inés* serie 2016, Patricia Arriaga Jordán. Episode 1(obligatory), 6 y 7. (optional)

18 February, Keyword:

-De la Cruz, Juana Inés, "Carta atenagórica", en *Obras Selectas Tomo II*, Biblioteca Ayacucho, 1994, Venezuela, pp 11-45.

*Further suggested reading*

-Kothe, Ana, "Whose letter is it Anyway? Print, Authority and Gender in the Publication of Sor Juana's Carta Atenagórica", *Womens Studies*, Vol 25, Amsterdam, 1996, pp 351-359.

20 February, Keyword: Abnegación y machismo

-Castellanos Rosario, *Mujer de palabras Tomo II*, CONACULTA, México, 2007.

ISBN 10: 9703509266 (Selected essays)

25 February, Keyword: Gender

-Lamas, Marta, "Rosario Castellanos, Feminista en sus propias palabras",

-"Los adioses" 2017, directed by Natalia Beristáin.

## **Second midterm paper February 28**

### **2. Violence and diversity in Latin American Feminism**

#### **Violence and Femicide**

27 February. Keyword: Trafficking of Women/ Pedagogy of cruelty

-Segato, Rita Laura, "Las nuevas formas de la guerra y el cuerpo de las mujeres" en *La guerra contra las mujeres*, Traficantes de Sueños, Madrid, 2016. ISBN 13: 978-84-945978-5-5.



-Las Elegidas” 2015, directed by David Pablos (Optional)

3 March. Keyword: Femicide

-Berlangu, Mariana, Una mirada al feminicidio, Seminario Subjetividades, Ética, Género y Justicia. (Instituto de Investigaciones Jurídicas, UNAM, CDMX, agosto, 2017).

at [Una Mirada al Feminicidio por Mariana Berlanga](#)

5 March. Keyword: Resistance

-*Bajo la sombra del Guamuchil*, documentary Carolina Corral, 2016.

at

[Bajo la sombra del Guamuchil corto](#)

-Belausteguigoitia, Marisa: “Tilting Pedagogies as Utopian Intervention”, Conference given at *The Scholar and the Feminist*, 2013 at Barnard College/ Columbia University)

At [Marisa Belausteguigoitia Rius: Tilting Pedagogies as Utopian Intervention](#)

Reading week March 10- 15

18 March Final exam