



## SYLLABUS

### GENDER ISSUES

#### 1. INTRODUCTION

This course traces the evolution of discourses of gender relations in North and Latin America beginning from their origins in Europe. Attention will be given to the various cultural and political factors that help us account for divergent approaches to the question of gender between Hispanic and Anglo Saxon societies. We will cover, among other topics: gender stereotypes; the struggle between the sexes; gender roles; the family structure; generational differences; and issues of power, often related to race and ethnicity. The representation of gender from a socioanthropological perspective will be woven throughout the course, without losing sight of other psychological and historical modes of theorizing gender, thus providing the student with an ample set of theoretical resources with which to approach the various examples used in class.

#### 2. SYLLABUS

UNIT 1. DEFINING “GENDER” IN THE 20TH AND 21 ST CENTURY: FROM PSYCHOANALYSIS AND SEX.

1.1. Psychoanalysis: Freud’s Three Essays and Jacques Lacan’s reinterpretation

1.2. Sex Role Theory, the Economy of Being: Michel Foucault

1.3. Social Theory based on Anthropology, History and Sociology

UNIT 2- RESPONDING TO GENDER ISSUES: Feminism, Masculinism, Transgenderism

2.1. "Feminism" as a movement, socio-historical realities and responses

- The push behind feminist movements
- Issues addressed by feminism
- Distinct realities and intersecting variables: North America versus Latin America (general information)

2.2. Speaking Out: Some Feminist Voices of the 20th/21st century

- Woman as mother and gender dynamics and history
- Gendered latina identities
- Gynocriticism, woman as writer





### 2.3. Masculinism

- Masculinity and power
- Masculinities and identities

### 2.4. Transgenderism

## UNIT 3 - RELIGION, FAMILY AND GENDERED IDENTITY: past and present

### 3.1. Religion in North America and gendered being

- Protestantism and its effects on gendered identity and familial reality
- Religion, family and gender in modern day North America

### 3.2. Religion in Latin America and gendered being

- Colonial Catholicism and its effects on gendered identity and familial reality
- Feminist theology of liberation in the 20th century
- Nation Building: Latin American Independence (For All?)

## UNIT 4 – WOMEN’S MOBILIZATION FREEDOM AND DEMOCRATIZATION: Gendered (Readings of) Political Discourse

## UNIT 5 - RACE, ETHNICITY, CLASS AND WO/MANHOOD: Intersecting Variables and the Question of Power

- African American Males and "Manhood"
- Claiming Her Voice: African American Women and the Civil Rights/Black Power Movement
- Indigenous Voices of Latin America
- Testimonial literature in Latin America

## UNIT 6 - TRANSGRESSING SPACIAL BOUNDARIES: Women, Work and Development

## UNIT 7 - GENDERED MEANINGS IN THE MEDIA

- Contemporary gender stereotypes in North America: Film and media impact
- Contemporary gender stereotypes in Latin America: Film and media impact

## UNIT 8 - CHANGING GENDERED REALITIES: the Impact of Modernization, Neoliberalism and Globalization on Bodily Significance



### 3. Bibliography

Freud, S. (1920). Three Contributions to the Theory of Sex (3rd ed.). Retrieved from <http://www.gutenberg.org/files/14969/14969-h/14969-h.htm#px>

Holmes, M. (2007). Introduction to the sociology of gender. In M. Holmes (2007), What is gender? Sociological Approaches (pp. 1-17). London: Sage Publications.

Lacan, J. (1977). The mirror stage as formative of the function of the I as revealed in psychoanalytic experience. Retrieved from [http://www.soundandsignifier.com/files/Lacan\\_Mirror\\_Stage.pdf](http://www.soundandsignifier.com/files/Lacan_Mirror_Stage.pdf)

Lippa, R. A. (2005). Social Psychological Theories of Gender. In R. Lippa (2005). Gender, Nature and Nurture (2nd ed.) (pp. 110-116). New Jersey: Lawrence Erlbaum Associates.

Low, B. S. (2003) Biological Bases of Sex Differences. In C. R. Ember & M. Ember (Eds.), Encyclopedia of Sex and Gender. New York: Kluwer Academic/Plenum Publishers.

### 4. Online Material

It will be uploaded in the virtual campus

### 5. Assessment

#### 5.1 Midterm Exam and Final Exam (50%)

Both midterm\* and final exams will consist of 10 questions. The answer length for each question ranges from 5 to 6 lines; students will be asked to provide answers using fully developed sentences, eloquent and clear language. Each question has the value of 1 point.

\*Exam questions will only relate to those units seen in class up until the exam date.

#### 5.2. Projects, essays, written tasks and oral presentations (40%)

Students are expected to demonstrate an understanding of key concepts related to the subject, provide clear arguments in response to their chosen essay topic, and support those arguments with relevant course readings. Regarding formatting style, essays should be typed, double-spaced on standardsized paper (8.5" x 11") with 1" margins on all sides, in 12 pt. Times New Roman font. (Further formatting specifications will be addressed in class).



### 5.3. Attendance and participation (10%)

Attendance is obligatory. More than 20% of unexcused absence from class will endanger an officially certified completion of the course (grading + certificate). Medical absences are excused with the prompt receipt of proper documentation. It is expected that students arrive to class on time and that they return promptly to class after any given class break. Tardiness is figured into the absence policy. Students are required to be involved in class activities. They are expected to show their preparation by participating in discussions, by asking relevant questions, being critical and analytical with the contents presented in class as well as by sharing their ideas and opinions. In class the student is required to maintain a polite demeanor always and under every circumstance.

