

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2019-2020 Latin American Feminisms LA ST 499 - B1 / MLCS 410 – B2
(Winter Term)

Instructor: Professor Dr. Encarnación Gutiérrez Rodríguez Time: Tuesday and Thursday,
12-1.50
Office: 442-C; Arts and Convocation Hall Place: HC 2-41
Office Hours: Tuesday, 2-3 pm or by appointment
E-mail: eg2@ualberta.ca Course Website: e-class

Bachelor of Arts / Major in Modern Languages and Cultural Studies:

<https://www.ualberta.ca/modern-languages-and-cultural-studies/undergraduate-program-information/prospective-undergraduate-students>

Course Prerequisite: NA

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Course Description, Objectives and Expected Learning Outcomes:

This course examines current feminist protest movements in Latin America. We will start by theoretically framing these movements. From here, we will engage with different sites of social and political intervention such as decolonization; the body-land-territory debate; communal struggles; intersectional gender violence; the illiberal state and authoritarian neoliberalism; and borders and migration. Based on this we will explore the current surge in critical Latin-American feminisms in these areas.

This course aims to develop students' capacity to critically reflect on new insights in feminist protest and theory by engaging with Latin-American feminist debates. By the end of the course students should have an advanced understanding of critical approaches to Latin-American feminisms through their engagement with readings, discussions and visual material

Course Format: This course consists of inputs by all participants in form of short presentations, close readings, discussions, films, and other multimedia. To do well in this course you will have to: (a) read the course material; (b) do a 10-15 minutes presentation on one class topic, (c) contribute to collective reading practice by preparing two questions and sharing two to three observations, (d) work with one or two examples related to your everyday life that you will present in a written form (1000 words) and discuss in class or (e) do a presentation on a film or video material in response to or in dialogue with the course material that you will present in a written form (1000 words) and discuss in class, (f) reflect on collective learning practices by keeping a class diary and presenting two to three notes at the beginning of class, (g) submit a 3000 word essay on a topic of your choice on the class material in the last week of term.

This course acknowledges that the University of Alberta is located on Treaty 6 territory. We respect the histories, languages, and cultures of the First Nations including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose cultural, political, intellectual and artistic work have constituted this country. It is our aim to learn and inspire each other, to critically question the settler colonial legacies shaping our everyday encounters and learning practices in order to develop a space of communal learning, based on mutual respect, recognition and acknowledgement of our positionalities and differences.

It is possible that students may be introduced to topics and lifestyles through course material and/or the experiences of others that challenge or conflict with their own life experiences (i.e. work, personal, or family history). It is important to consider, integrate, and critique new material and alternate experiences as opposed to simply dismissing or criticizing them. Please take this into consideration when deciding whether to continue in this class.

The classroom is intended as a safe and welcoming place for *all*. Discussion and debate are encouraged, but respect, open-mindedness, and awareness are essential. There will be zero tolerance for disrespectful, discriminatory, or offensive behavior (language included).

Texts: see Class Timetable

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: January 9, 2020

Add/Delete Date: January 17, 2020
50% Withdrawal Date: February 5, 2020
Winter Term Reading Week: February 18-21, 2020
Withdrawal Date: April 1, 2020
Last Day of Class: April 9, 2020
Final Exam Date (if applicable):

Date of Deferred Final Exam (if applicable): Please consult the following site:
[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations \(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations)

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Grade Distribution (see “Explanatory Notes”):

To best accommodate different learning styles and class size, there are multiple evaluation components:

During the Course

Class Attendance and Participation 20%

Preparing one class collective reading 5%

Presentation class diary 5%

Class Presentation 20% Due on the date assigned for presentation

1000-word Film or Experience Presentation 20% **Due on the 25th February 2020**

3000 word Essay- 30% **due April 12 @ 5 pm**

Explanatory Notes on Assignments:

Class Presentation: 10-15 minute presentation on one class topic, preparation of two discussion questions and two reading extracts as well as chairing of class discussion for one class.

Film or Experience Discussion: Choose a film or experience related to the class content and produce a discussion paper of 1000 words for one class.

Collective Reading Contribution: Prepare 2 questions for one class and share two to three observations of the reading with the class, chair the collective reading session.

Keeping a Class Diary: Reflect on collective learning practices by keeping a class diary and present two to three notes at the beginning of class in two to three classes.

Essay: Submission of a 3,000 word essay on one topic from the class material in the last week of term.

Additional details will be made available on eClass.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Language and Translation Courses:

Students involved in language courses and translation courses should be aware that the use of on-line translation to complete assignments constitutes a form of cheating as the student's own understanding and work is therefore not reflected. Also, students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of cheating that violates the Code of Student Behaviour.

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, Regular attendance is essential for optional performance. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the [Attendance](#) section of the University Calendar. If you are unable to attend class, it is your responsibility to contact a classmate to find out what was discussed and get notes. Lecture notes, detailed slides, and other class material will not be available online, nor will they be provided by your instructor.

Policy for Late Assignments:

Students who consult the instructor with sufficient advance notice regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension. Otherwise, assignments will incur at 2% per day late deduction. After three days, no late assignments will be accepted.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set

by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
<p>Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.</p>	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
<p>Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.</p>	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
<p>Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.</p>	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
<p>Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.</p>	D+	1.3	65-69
	D	1.0	60-64
<p>Failure.</p>	F	0.0	0-59

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Latin American Feminisms		
07.01.20 & 09.01.20	Introduction	<p>Film: Ni una menos https://www.youtube.com/watch?v=h4xFSksSK3U: Ni Una Menos – English Feature</p> <p>Babiker, S. (2019). Majo Gerez: “Estamos ante una cuarta ola feminista que es la más internacional de todas”. El Salto, 3 September. https://www.elsaltodiario.com/feminismos/majo-gerez-niunamenos-cuarta-ola-feminista-internacional</p> <p>Fielbaum, A., & Caviedes, S. (2018). Entrevista: “El movimiento feminista muestra que se puede ser muy masivo y muy radical a la vez”. Ecuador Today, 18.07.2018</p>

		<p>https://ecuadortoday.media/2018/07/18/veronica-gago-el-movimiento-feminista-muestra-que-se-puede-ser-muy-masivo-y-muy-radical-a-la-vez/</p> <p>Latin American Feminism. https://plato.stanford.edu/entries/feminism-latin-america/</p> <p>The Guardian – New York Time – Le Monde Diplomatique – La Nacion – El Pais – El Diario – etc. Keyword: Latin American Feminism</p>
14.01.20 & 16.01.20	Feminisms as the Political	<p>Félix de Souza, Natália Maria (2019): When the Body Speaks (to) the Political: Feminist Activism in Latin America and the Quest for Alternative Democratic Futures. <i>Contexto Internacional</i>, 4 (1): 89-111.</p> <p>Gago, Verónica and Diego Sztulwark (2016): The temporality of social struggle at the end of the “progressive” cycle in Latin America. <i>The South Atlantic Quarterly</i> 115 (3): 606-614.</p> <p>Ochy Curiel https://globalsocialtheory.org/thinkers/curiel-ochy/</p> <p>Curiel, Ochy (2007): Critique postcoloniale et pratiques politiques du féminisme antiraciste. <i>Mouvements</i> 2007/3 (n° 51) 119 à 129</p> <p>On Latin American Feminisms: https://www.youtube.com/watch?v=aqMZhTAPxLE</p>
21.01.20 & 22.01.20	Decolonizing Feminisms	<p>Lugones, Maria (2007): Heterosexualism and the colonial/modern gender system. <i>Hypatia</i>, 22(1): 186–219.</p> <p>Lewis, Esther and John Thomas III (2019): “Me Gritaron Negra”: The emergence and development of the Afro-descendant women’s movement in Peru (1980-2015). <i>Journal of International Women’s Studies</i>, 20 (8): 18-39.</p> <p>Espinosa Miñoso, Yuderlys (2009): “Ethnocentrism and coloniality in Latin American feminisms: the complicity and consolidation of hegemonic feminists in transnational spaces.” Translated by Ana-Maurine Lara. Originally published in: <i>Venezuelan Journal of Women Studies</i>, 14 (33): 37-54.</p> <p>Afro-descendent women in Latin America and the Caribbean, CEPAL</p>

		<p>2018.https://repositorio.cepal.org/bitstream/handle/11362/44387/1/S1800725_en.pdf</p> <p>Check: GLEFAS – Grupo Latino Americano de Estudio, Formación y Acción Feminista: https://glefas.org</p> <p>Video-Clip: Me gritaron negra Victoria Santa Cruz https://www.youtube.com/watch?time_continue=5&v=cHr8DTNRZdg https://www.youtube.com/watch?v=C2vnOa9isco https://www.youtube.com/watch?v=754QnDUWamk</p>
<p>28.01.20 & 30.01.20</p>	<p>Decolonizing Feminisms II</p>	<p>Galindo, Maria and Mujeres Creando (2014): Political, feminist constitution of the state: the impossible country we build as women. <i>emisferica</i>, 11(1). Available at: http://hemisphericinstitute.org/hemi/en/emisferica-111-decolonial-gesture/galindo</p> <p>Feminismo Comunitario, 2010. Pronunciamento del feminismo comunitario latinoamericano en la conferencia de los pueblos sobre cambio climatico [Statement of Latin-American communitarian feminism at the World People’s Conference on Climate Change]. <i>Women and Social Change/Mujers y cambio social</i>, 10 May. Available at: http://perspectives.apps01.yorku.ca/2010/05/08/pronunciamento-del-feminismo-comunitario-latinoamericano-en-la-conferencia-de-los-pueblos-sobrecambio-Climatico</p> <p>Vega, S. 2014. “El orden de género en el sumak kawsay y el suma qamaña. Un vistazo a los debates actuales en Bolivia y Ecuador”, <i>Íconos</i>, 48: 73-91.</p> <p>Paredes, Julieta (2010): <i>Hilando fino desde el feminismo comunitario [Finely Spun Threads of Communitarian Feminism]</i>. Queretaro: Grietas.</p> <p>Interview with Julieta Paredes, <i>The International Journal for Global and Development Education Research</i>, 10: 121-124. http://educacionglobalresearch.net/wp-content/uploads/EGR10-05-Entrevista-Paredes-English.pdf</p> <p>Video-Clip: Mujeres Creando: https://www.youtube.com/watch?v=FR5ioZa0RGU</p>

		https://www.youtube.com/watch?v=OqlsuTU4z4s
04.02.20 & 06.02.20	Body-Land- Territory I	<p>Hernández Reyes, Castriela Esther (2019): Black Women’s Struggles against Extractivism, Land, Land Dispossession and Marginalization in Colombia. <i>Latin American Perspectives</i>, Issue 225, 46 (2): 217-234.</p> <p>Sempertegui, Andrea (2019): Indigenous Women’s Activism, Ecofeminism, and Extractivism: Partial Connections in the Ecuadorian Amazon, <i>Gender and Politics</i>, 1-28.</p> <p>Shenton, Jamie E. (2019): Strong Kichwa Women are Made, Made Up, and Make Others: Feminist Theory Meets Amazonian Ethnography of Gender, Bodies, and Social Change. <i>Anthropological Quarterly</i>, Volume 92, Number 1, Winter 2019, pp. 5-34</p> <p>Film: <i>Mujeres Amazónicas</i> https://vimeo.com/236074952 (con traducción al ingles) https://vimeo.com/331800404 (con traducción al ingles) https://www.youtube.com/watch?v=6Gi-73pmLJc (sin traducción al ingles)</p> <p>Lorena Cabnal (https://www.youtube.com/watch?v=ioZTCIXajT0)</p> <p>Interview with Marcia Marquez https://www.democracynow.org/es/2018/5/23/la_lucha_de_la_activista_afrocolombiana</p>
11.02.20 & 13.02.20	Body-Land- Territory II Comunitarian Feminisms	<p>Tola, Miriam (2018): between Pachamama and Mother Earth: gender, political ontology and the rights of nature in contemporary Bolivia <i>Mujeres Creando. Feminist Review</i>, 118: 25-40.</p> <p>Cochrane, R., 2014. Climate change, buen vivir, and the dialectic of enlightenment: toward a feminist critical philosophy of climate justice. <i>Hypatia</i>, 29(3), pp. 576–598.</p> <p>Carta de la Brigada Indígena, 2012. ‘Es Procapitalista’: Parlamentarios Indígenas y el CONAMAQ impugnan la Ley de la Madre Tierra [‘It is pro-capitalist’: indigenous lawmakers and the CONAMAQ object to the Law of Mother Earth]. <i>Bolpress</i>, 24 August. Available at: http://www.bolpress.com/?Cod=2012082404. [last accessed 8 December 2017] [in Spanish].</p>

		Film: Even the Rain (Iciar Bollain)
18.02.20 & 20.02.20	READING WEEK	
25.02.20 & 27.02.20	Communal Struggle I	<p>Tzul Tzul, Gladys (2018): Rebuilding Communal Life. Ixil women and the desire for life in Guatemala. <i>NACLA – Report on the Americas</i>, 50 (4): 404-406.</p> <p>Tzul Tzul, Gladys (2017): The Continuity of Exploitation in Central America. <i>NACLA – Report on the Americas</i>, 48 (2): 138-140.</p> <p>Tzul Tzul, Gladys (2016): Communal Strategies for Controlling Microfinance in Chuimeq’ena’ Guatemala. <i>The South Atlantic Quarterly</i> 115 (3): 625-631.</p>
03.03.20 & 04.03.20	Communal Struggle II	<p>Rivera Cusicanqui, Silvia (2012): Ch’ixinakax utxiwa: A reflection on the practices and discourses of decolonization. <i>The South Atlantic</i>, 111: 95-109.</p> <p>Rivera Cusicanqui, S., 2015. Strategic ethnicity, nation, and (neo)colonialism in Latin America. <i>Alternautas</i>, 2(2), pp. 10–20.</p> <p>Rivera Cusicanqui, Silvia (2010): The Notion of “Rights” and the Paradoxes of Postcolonial Modernity Indigenous Peoples and Women in Bolivia. <i>qui parle</i>, 18 (2): 29-54.</p> <p>Ethnography of the Double Bind: A conversation with Aymara Sociologist, Silvia Rivera Cusicanqui, 8th of October 2018, retrieved from: https://latinamericandiaries.blogs.sas.ac.uk/2018/10/08/ethnography-of-the-double-bind-a-conversation-with-aymara-sociologist-silvia-rivera-cusicanqui/</p>
10.03.20 & 12.03.20	Intersectional Gender Violence	<p>NACLA. 2019. Machista Media Get it Wrong on Feminist Protests in Mexico (Interview). NACLA. August 26. Accessed August 28. https://nacla.org/news/2019/08/26/machista-media-mexico-glitter-protests-rape?fbclid=IwAR2yTFXoG-CsSrTXrO1mnOAqsD_d_0rRjml2ouV3MHkQoB8iswGiHpeYlv0</p> <p>Jacobin magazine (2017). “Argentina’s Life-or-Death Women’s Movement: an interview with Luci Cavallero and Verónica Gago, 3 July. https://www.jacobinmag.com/2017/03/argentina-ni-una-menos-femicides-womenstrike/</p>

		<p>Segato, Rita Laura (2016): “Patriarchy from Margin to Center: Discipline, Territoriality, and Cruelty in the Apocalyptic Phase of Capital.” <i>The South Atlantic Quarterly</i> 115 (3): 615-624.</p> <p>Galván, Ruth Trinidad (2016): Collective memory of violence of the female brown body: a decolonial feminist public pedagogy engagement with the feminicides.</p> <p>Documentary: <i>Señorita Extraviada</i> (Lourdes Portillo, 2002): https://www.youtube.com/watch?v=nE8xl_p-uiM</p> <p>On Lourdes Portillo: https://www.youtube.com/watch?v=ZNp7C1GXIKU</p>
17.03.20 & 19.03.20	Illiberal State/ Authoritarian Neoliberalism	<p>Santos de Araújo, Flávia (2018): Marielle, Presente! <i>Meridians</i> (2018) 17 (1): 207-211.</p> <p>Snyder, Cara K. and Cristina Scheibe Wolff (2019): The perfect misogynist storm and the electromagnetic shape of feminism: Weathering Brazil’s Political Crisis. <i>Journal of International Women’s Studies</i>, 20 (8): 87-109.</p> <p>Cavagnaro, K. and Shenton, J. E. (2019). Territories of Contested Womanhood: Pussyhats, the Pachamama, and Embodying Resistance in the Era of Hashtag Feminism, <i>Journal of Cultural Analysis and Social Change</i>, 4(1), 04: 1-14.</p> <p>Video-Clip: Mariele Franco https://www.youtube.com/watch?v=72-QbwDnUQI</p>
24.03.20 & 26.03.20	Borders & Migration	<p>Flores, Lisa A. (2019): At the Intersections. <i>Feminist Border Theory. Women’s Studies in Communication</i>, 42 (2): 113-115.</p> <p>Ruiz Muriel. Marta Cecilia (2018): Reinforcing National Borders in the Context of Regional Integration: Female Migration and Sexuality in the Andean Subregion. <i>Revista de Estudios Sociales</i>, (64): 42-54.</p> <p>Wright, Melisa (2011): Necropolitics, Narcopolitics, and Femicide: Gendered Violence on the Mexico-U.S. Border Author(s): Melissa W. Wright, <i>Signs</i> , 36 (3): 707-73</p> <p>Documentary: <i>Maquilapolis</i> (Vicky Funari and Sergio de la Torre, 2006) https://www.youtube.com/watch?v=WUQgFzkE3i0</p>

07.04.20 & 09.04.20	Towards a Critical Latin American Feminism	Schild, Veronica (2019): Feminisms, the Environment and Capitalism: On the Necessary Ecological Dimension of a Critical Latin American Feminism. <i>Journal of International Women's Studies</i> , 20 (6): 23-44.
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