



THE MACHISMO GAP:

RAISING AWARENESS ON LATINA
FEMINISM THROUGH THE DOUGLASS
CURRICULUM

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POLICY TRACK: LAW AND ADVOCACY
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RUTGERS-NEW BRUNSWICK

Institute for Women's Leadership

The Leadership Scholars Certificate Program is a two-year selective, interdisciplinary certificate program that prepares Rutgers undergraduate women to be informed, innovative, and socially responsible leaders.

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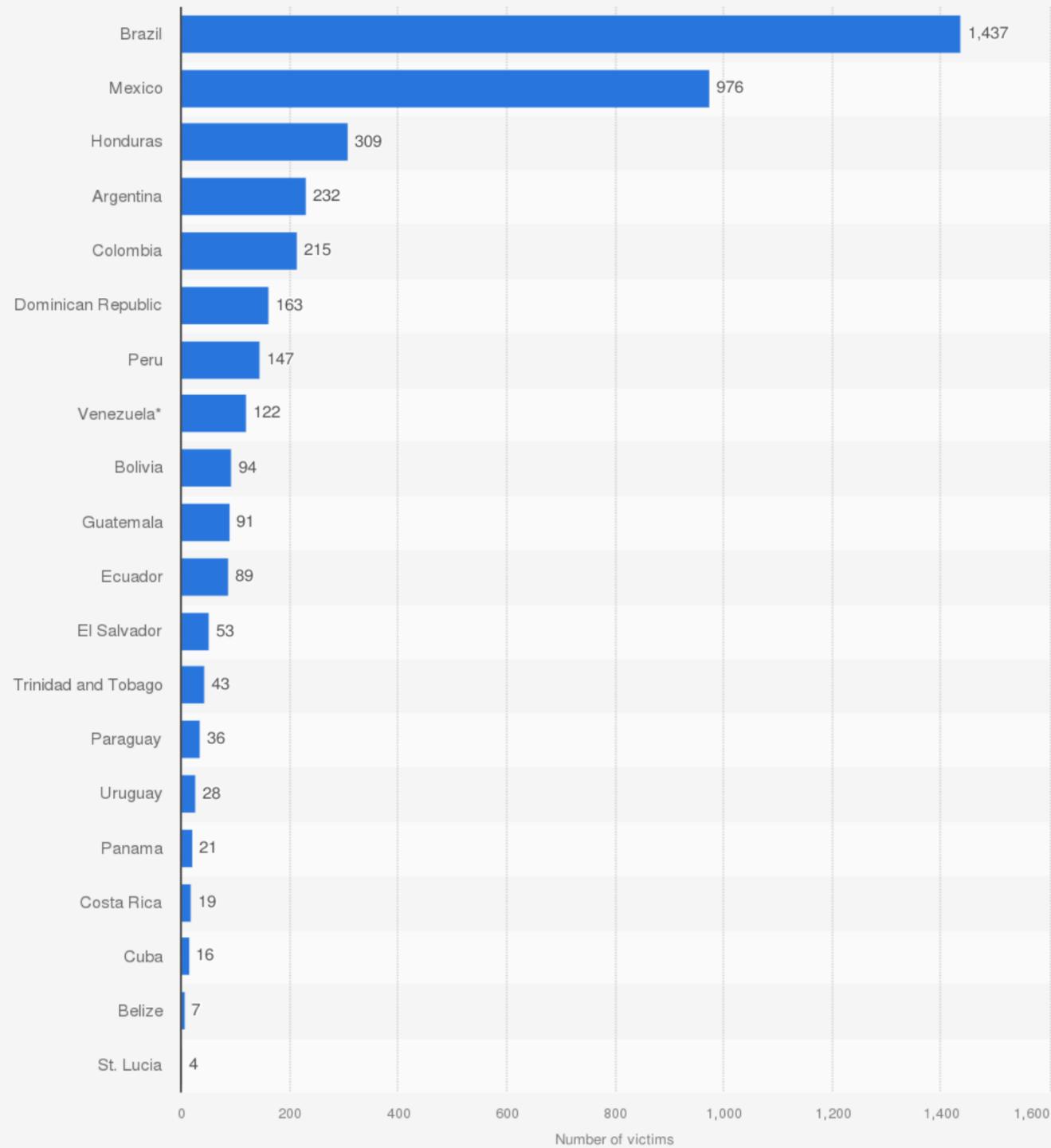
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THE PROBLEM

- AS A FIRST-YEAR STUDENT, INTERESTED IN FEMINISM, I JOINED DOUGLASS, WHICH HAD A REQUIRED CLASS KNOWN AS KNOWLEDGE AND POWER TALKING ABOUT INTERSECTIONAL FEMINISM, BUT NOTICED ONE THING MISSING...LATINA FEMINISM

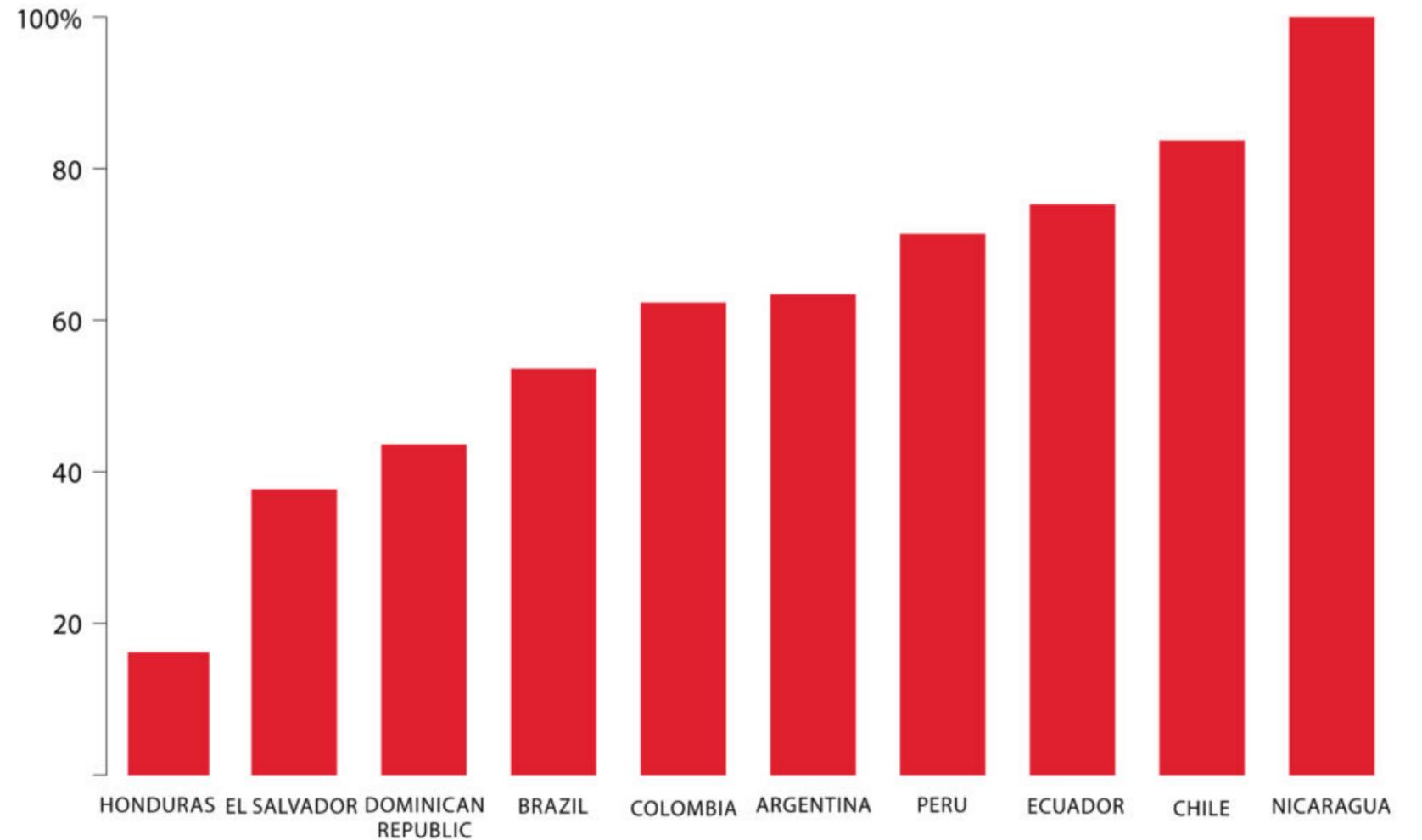


Number of registered femicide victims in selected Latin American countries in 2022



Most femicides in Latin America are committed by partners or ex-partners

SHARE OF WOMEN MURDERED BY PARTNERS OR EX-PARTNERS OUT OF TOTAL RECORDED FEMICIDES (%)



NOTE: FIGURES CALCULATED USING LATEST AVAILABLE DATA (2022 EXCEPT FOR HONDURAS: 2021)



PUBLISHED BY STATISTA RESEARCH DEPARTMENT, AND JUL 5, 2024B. "NUMBER OF FEMICIDES IN LATIN AMERICA BY COUNTRY 2022." STATISTA. JULY 5, 2024.

[HTTPS://WWW.STATISTA.COM/STATISTICS/827170/NUMBER-FEMICIDE-VICTIMS-LATIN-AMERICA-BY-COUNTRY/](https://www.statista.com/statistics/827170/number-femicide-victims-latin-america-by-country/)

LAURA GLANC AND TATIANA REIN VENEGAS AND MARÍA ALEJANDRA OTAMENDI | JUNE 27, 2024. 2024. "PROGRESS ON REDUCING LATIN AMERICA'S FEMICIDES HAS STALLED." AMERICAS QUARTERLY. JULY 1, 2024.

[HTTPS://WWW.AMERICASQUARTERLY.ORG/ARTICLE/PROGRESS-ON-REDUCING-LATIN-AMERICAS-FEMICIDES-HAS-STALLED/](https://www.americasquarterly.org/article/progress-on-reducing-latin-americas-femicides-has-stalled/)

GOAL STATEMENT

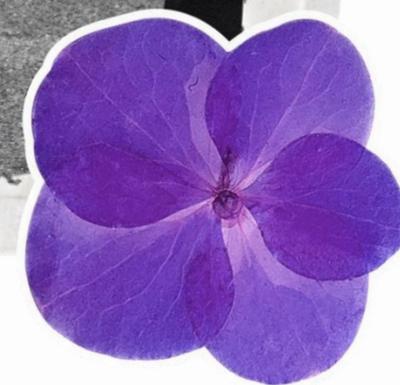
My project will address the lack of knowledge on machismo and its effects on gender-based violence in a multitude of communities, but with an emphasis on the Latine community, within the Knowledge and Power curriculum in the Douglass Residential College at Rutgers University. I will create a learning module highlighting how machismo transforms into violence through experience, research, education-raising activities, and a discussion-based workshop for all the Knowledge and Power students during the Fall semester of 2024. I hope this SAP increases awareness and provides a linear path to students, demonstrating how a culture, like machismo, can seem small and insignificant but leads to disastrous effects, like gender-based violence.





SCOPE

1. Look beyond my personal experiences with Machismo and Latina feminism
2. Do academic research on Latina feminist work in Latin America and the United States
3. Research the importance of including Latina voices in feminist practice
4. Work with the Knowledge and Power Coordinator and Professors to get permission to teach the module
5. Practice speaking in front of students and making sure they are involved with the discussions at hand





≡ INTELLECTUAL CONCEPTS ≡



DIVERSITY IN THOUGHT

"The need to hear from Latina women is not simply an issue of inclusion but a matter of recognizing and valuing the diversity of feminist thought and action that emerges from within our communities" (Carr 46).



GENDER-BASED VIOLENCE

"The marginalization of Latina immigrant communities within the larger human rights and feminist movements underscores the importance of amplifying Latina voices in the conversation about domestic violence and gender-based violence" (Perilla 112).



INTERSECTIONAL PEDAGOGICAL

"Intersectional pedagogical practices are essential for understanding how Latina women navigate neoliberal diversity regimes. By listening to the specific experiences of Latina women, we can reshape feminist practices to be more inclusive and transformative" (Smele et al 693).





PURPOSE

Give students a space to learn about feminist practice in a brave and encouraging space while being able to discuss their own experiences with machismo in their lives

- X FILL THE GAP IN DOUGLASS
- X RECOGNIZE MACHISMO IN THEIR CULTURES
- X EMPOWERMENT AS STUDENTS
- X CROSS-CULTURAL DISCUSSIONS
- X FUTURE INVOLVEMENT





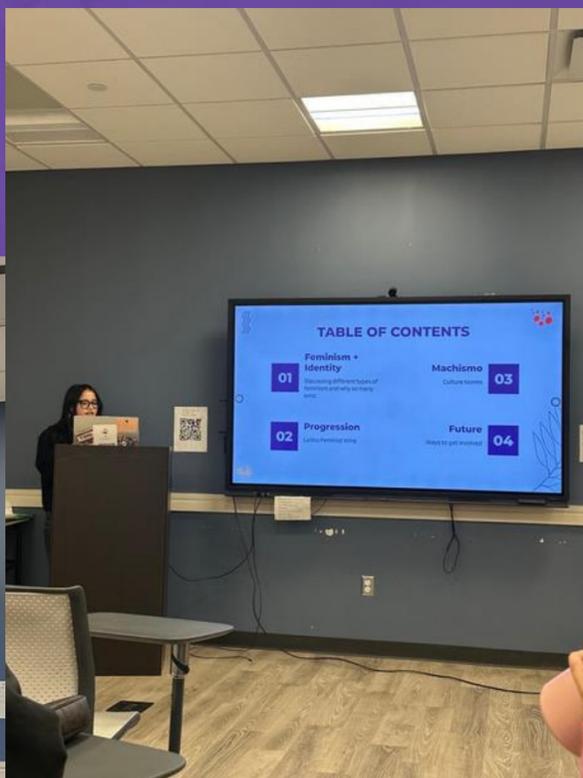
PRODUCT

A learning module that highlights the historical context of Latina feminism, Latina feminist work with gender-based violence like #NIUNAMENOS and United Nations, famous Latina feminists, the cultural context, MACHISMO, and how these systems permeate all cultures around the world

Discussion about what feminism means to students, how machismo looks in their culture, and specific words they use to describe machismo in their culture

A before and after survey to see if they gained any knowledge from the presentation

LATINA FEMINISM LEARNING MODULE



MENTIMETER

Do any words in your cultures pop up when you think about machismo?

19 responses





PROMOTION/PARTNERS *DOUGLASS RESIDENTIAL* *COLLEGE*

- I did not have to promote much about this learning module because it was me going from class to class to disseminate the material.
- The only promotion I needed to do was amongst professors in the Knowledge and Power sections to get as many classes as I could.
- I had countless Zoom meetings, phone calls, and emails to try to get my module put into the schedule, which was a bit difficult.



TIMELINE

SUMMER

- Knowing my project was based on machismo and that is my lived experience, I took note of things in my community.
- I looked into hearing from the women in my community about how they saw feminism and what machismo meant in their lives.

- Meet with my advisor.
- Began to conduct research and thoroughly read and understand my sources.
- Begin building those connections with the director and professors of Knowledge and Power courses to teach their classes.

SEPTEMBER

OCTOBER

- Put the research I have done into a presentation outline.
- Solidify who I am presenting to, and make sure we have coordinated dates for my presentation.
- Let the professors I am working with look over my presentation outline to remove or add anything.

- Finish the learning module.
 - Solidify what activities will be done during the presentation.
 - Create a survey for presentation to evaluate whether or not the presentation was effective.
 - Meet with advisor.
- PRESENTATION TIME

NOVEMBER

FEMINIST LEADERSHIP

KNOWLEDGE IS POWER

My learning module was based on the work of Latina feminism in the global context, which is often ignored and forgotten. They were some of the first to discuss gender-based violence on a global stage, the United Nations. So when people do not know that, it diminishes their efforts and work.

CROSS-CULTURAL AND INTERSECTIONAL

I talked about the cultural components involved in Latina feminism, MACHISMO, and made sure students understood that machismo is not a cultural phenomenon, it is an effect of patriarchy, racism, classism, etc, and affects people globally just with different names.,

IMPACT

Projected

- 2 classes
- 40 students total
- Cross-cultural competency
- Understanding of the way patriarchy permeates all cultures
- Knowing that machismo is just another word for the same concept around the world

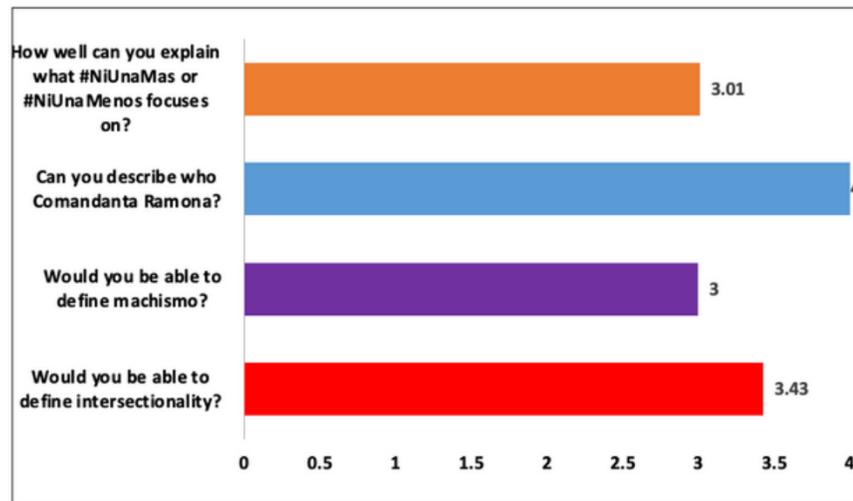
Future Leadership Scholars

- Future scholars could create a conference that celebrates and educates on global feminism
- It could be an activism networking event
- Hear from feminists around the world
- See how their real life is affected by the concepts and theories we learn about

EVALUATION

Fall 2024 Latina Feminism Learning Module Evaluation Summary

Thursday, November 14th at 3:50PM-5:10PM and 5:40PM-7:00PM
Knowledge and Power Students: 41 responses



Evaluation Summary

The Knowledge and Power student's evaluation was completed by all 41 students in combination of the two classes taught. Before the presentation, they were given a survey to see how well informed they were in the subject. After the presentation, they were given the same survey to see if they learned much from the presentation. In each category, there was a dramatic increase of scoring. The lowest score was 1, meaning did not know anything about the topic, and 4, meaning they know all about the subject. For each question, average rating was within the 1-2 range on the first survey. After the presentation, average rating went to the 3-4 range on the second survey. For future presentations of the subject, I would make sure to do separate surveys where the first survey asks for ratings on knowledge on the subject, while the second survey asked for written responses for each question.

In their own words (Written responses):

1. How do you see machismo in your own culture?

- Arab men are meant to do everything.
- There are still families in Korea who believes that since the man brings money into the family, the women should just listen to every order he has.
- N/A
- When I talk to the men in my family telling me I need to learn to cook for I can provide for my husband.
- Men being the leaders of the house or seen as the dominant one in the family.
- idk
- Through our family values, and treatment of women plus the expectations that are set on them.
- Misogyny and hyper masculine influences in pop culture like in red pill podcasts or people like Andrew Tate.
- I'm a first generation Cuban-American, and I see machismo nearly everyday in my own family and hometown; it often translates to right-wing beliefs/conservatism.
- In social settings
- It's a very big part of my culture as a lot of what my culture represents is centered around male dominance and the patriarchy.
- Black culture definitely has a sort of 'machismo' aspect to it, men can be really toxic to their own communities and a lot of older black media echoes this negative stereotype/truth.
- I am not sure.
- In Indian culture men are the ones who control the power, property and resources.
- I'm Brazilian and in my culture there are some machismo that happens. For example, the men usually are seen as the "head of the house" or that has the "final" say.
- As a latina who grew up in her homeland for the majority of her life and moved to the U.S. later on, machismo was expressed in my household or through family interactions whenever my uncle's visited my grandparents home, and they would expect all of my aunts or female cousins to immediately serve them.
- At my elementary school, boys and girls were separated in 4th grade. I noticed that some advanced classes for girls often shared a teacher with the second highest boys class, effectively putting an educational limit on girls. In orthodox Jewish communities, women's education is often trivialized or overlooked, while education for men is seen as a cornerstone of our religious practice. Because of this, men think they're innately smarter or more capable than women, reinforcing a gender divide that is all-too common among religious communities.
- I don't know.
- I'm not sure what that means.
- no idea
- Idk I'm sorry.
- Don't know what that is.
- I see machismo in the idea of women in my culture having to take horrible treatment without complaining.
- a little unsure

- As a Colombian American and just a Latina in general I've grown up to see how it affects my culture, and how it's normalized even now.
- i am not sure
- Instilling traditional gender roles for both men and women across LATM
- I am Indian and in my culture (as in many others) it is the stereotype for the man of the house or the father to be the breadwinner while the mom stays at home and takes care of the kids. Dads are also usually the voice of the house and final decision makers so that's what machismo looks like to me.
- i dont know what it is.
- I see it in the stark gender roles in my culture
- Filipino culture man staying in the house and telling the women what to do
- Arabic men are seen as the men of the household
- I see it a lot in arab culture especially for household norms and the desired roles for wives/mothers.
- Already answered!
- Men being put in the role to take care of the house, "the man of the house"
- I can see machismo in the way men in my culture are expected to do the heavy lifting and the grueling tasks, while women who try are accused to be too manly.
- Toxic masculinity
- Men are shameless and never corrected for what they do, In Colombia you will always be catcalled every time you go out. Yet no one calls them out and it's normalized. You are told to take it as a compliment.
- I see it as black and Latino men upholding patriarchy while trying to fight white supremacy.
- In my culture (korean culture to be exact), we learn from a young age that the father is the man of the house. We learn that women shouldn't speak too loud because we might disturb men, or that the way we dress shouldnt offend or disturb men. It's also seen in a way that sort of gaslights us into thinking that's simply the way life should be.
- "lalaking-lalaki"- manly man in tagalog, my mom uses it to describe men who are misogynistic



≡ LESSONS LEARNED ≡

EDUCATION

I realized through the creation of my learning module that education is an important function of activism and what I am passionate about, education especially in this day and age is viewed as radical, and I want to make sure we do not lose the importance of cross-cultural and intersectional learning

YOUR STORY MATTERS

I used to believe that my individual story should not affect my research because in my mind academia should not be personal but I realized there is power in making it a part of academia.

CONFIDENCE

I have always struggled with being confident in my public speaking and taking ownership of a space, so presenting this learning module about a topic I am passionate about made me more confident in myself





≡ ACKNOWLEDGEMENTS ≡

DOUGLAS TEAM

Dr. Madinah Elamin
Dean Megan Rehbein
Douglass Governing
Council
Stephanie Perez

IWL TEAM

My Cohort
Sasha Taner
Professor Rebecca
Mark
Professor Julie Rajan



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