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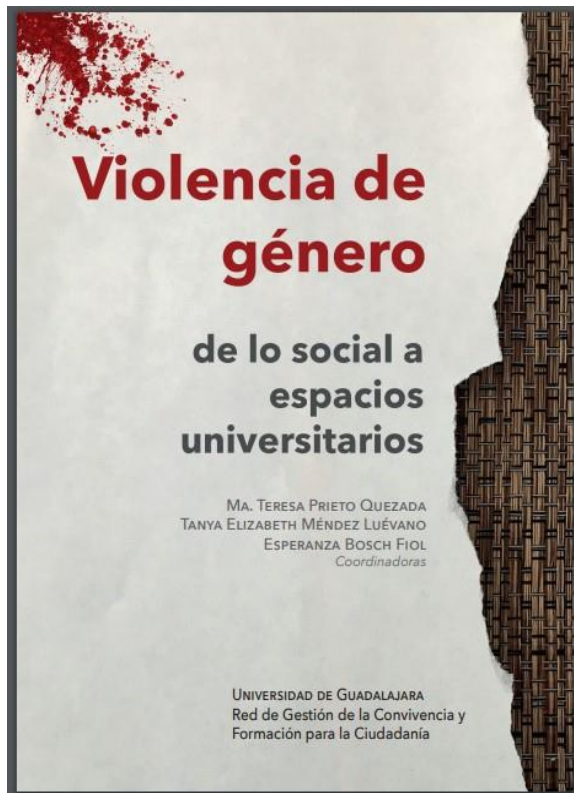
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Book presentation



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María Teresa Prieto Quezada, Tanya E. Méndez Luévano, Esperanza Bosch Fiol

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Historically, women have been relegated and violated; societies have taken it upon themselves to institutionalize violence against women, they have established a set of phrases that denigrate them and violate their fundamental rights. "Behind a great man there is always a great woman", "Men don't cry", "It was a crime of passion", "A woman who doesn't fuck is a man", "She had to be a woman"; Phrases that contribute to the invisibility of violence against women in the family and social space.

Gender violence: from the social to university spaces

Violencia de género: de lo social a espacios universitarios

Violência de gênero: dos espaços sociais aos universitários

If we live in a patriarchal society that exercises violence against women, education reproduces that violence. This being the case, it is not surprising that social violence against women is reproduced in educational spaces such as schools and universities. It is precisely gender violence in the university that prompted María Teresa Prieto Quezada, Tanya Elizabeth Méndez Luévano and Esperanza Bosch Fiol to present the book

Translated from the original in Spanish

<https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3024>

Gender violence: from the social to university spaces.

The book brings together twelve investigations organized into two parts. The first consists of nine works carried out by professionals from different fields of knowledge. In "The virus of violence against women in the pandemic", Based on documentary sources, Tanya Méndez Luévano analyzes the situation of women in different economic, political and social systems. It shows that women are invisible to the patriarchal ideology and its new ally: capitalism; furthermore, that violence against women has intensified due to COVID-19 in France, Spain, Italy, Argentina, Colombia and Chile, to name a few.

In "Sexual harassment and gender-based violence in universities", Esperanza Bosch Fiol states that sexual harassment is an example of the essence of patriarchy, "any man can feel entitled to access any woman, give an opinion about her physique, about her private life, her sexuality, touching her, groping her, approaching her sexually, making use of her supposed superiority and dominance... using the fear, shame and bewilderment of the victim as insurance of impunity." It concludes that, despite having criminalized sexual harassment and violence, it is insufficient because the problem lies in mentalities, prejudices and stereotypes.

In "Sexual harassment: history and challenges", Tanya Méndez Luévano and Orlando Reynoso Orozco conceive that the abused or mistreated woman goes through a process of destruction of the perception of herself; self - valuation can be affected depending on the relationship with the harasser or abuser. They propose involving society and government institutions in the implementation of strategies to build a new form of coexistence and security for women.

In "Social war, violence against women and resistance", Hugo Marcelo Sandoval

questions capitalism, assuring that this model implies a war against women. For her part, Melissa García Meraz in "Sexual harassment in the university context" argues that life at the university is not all joy, not all good memories. The university also constitutes a space for emotional and sexual harassment by classmates, workers, administrators and professors.

Melissa Amezcua Bernal starts from the understanding that sexist practices are social constructions; therefore, its reconstruction from every space must be a priority. She presents the article "The importance of journalism with a gender perspective in Mexico", where he narrates that it is not easy to cover topics that show gender disparity, violence against women, femicides and disappearances, because the insults and digital threats of sexists are constant.

The development of technology gives rise to harassment through the internet. This new form of harassment allows Jessica Nájera Ochoa to write "Cyber bullying", where it deals with situations of cyberbullying in Mexico, the relationship between cyberbullying, violence against women and provides recommendations to avoid cyberbullying.

Verónica Guzmán, Laura Gaytán and Benjamín Domínguez, in "Child sexual abuse. A proposal from the model. Translational and Affective Computing", they show statistics of violence and child sexual abuse online, psychological profile of the aggressors and risk factors in minors. For their part, Xóchitl Alderete, Liliana Farfán, Cecilia Anaya, Reynalda Alva and Gerardo Leija recount the experience of "Gender violence in deaf women in Mexico City, a participatory action intervention".

In the second part, Teresa Prieto Quezada in "Violence towards women: a view from the narrative", It reveals processes of stigmatization, vulnerability and

subjectivities of how women who have been violated live in the everyday world. In "Keys to understand gender violence", Patricia Ortega Medellín, Verónica Marín Martínez and Shaila Ruiz Soto argue that, socially, innumerable behaviors that give men superiority over women are admitted. But the most worrying thing is that even these behaviors are legally permitted, even when they seriously violate the most basic rights of women. Nohemi Lopez Mendoza presents "Sexual Harassment and Harassment: Depatriarchalizing the University Territory", where she narrates the overview of the process of the complaint that she filed for sexual harassment at the university.

Finally, testimonies of university students that give an account of the experiences of

harassment and violence lived and the traces they left on them are presented; cases are also presented in which events of harassment and violence were overcome.

Undoubtedly, it is a book that contributes to revealing the relationships of inequity, harassment and violence against women that are experienced in university cloisters and through applications and virtual learning environments, which not only engages students, but also teachers, both men and women. Hence, this book becomes a reference document when studying the problems of universities for improvement purposes or to take into consideration when designing study curricula.



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