



University of
New Haven

Gender & Body Politics in Latin America

SECTION I: Course Overview

Course Code: GEN331EZE/SOC351EZE

Subject Area(s): Gender Studies, Sociology

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course addresses gender and sexuality in Latin America from the late 19th century until today. Using a wide range of visual, audio, and scholarly sources students will explore different topics within gender studies, placing special emphasis on the construction of sexual identities in modern Latin America. After an initial theoretical introduction and overview of sexual and gender politics in scholarly literature, the course will focus specifically on how these issues have been expressed, contested, and debated in the region.

The course is divided in four parts. Unit I focuses on gender roles in colonial Latin America, and the construction of a patriarchal society that followed European patterns. Unit II addresses the expanding role of women in the sciences and in the arts during the 20th century, the evolution of female political rights and the rise of feminist militancy.

Unit III explores the rise of a youth culture and the multiple constructions around sexuality that marked the dictatorships during this turbulent period in Latin America. Unit IV looks at the return of democracy and the new social movements of the late 20th century, focusing on the politicization of gender and the body, and the emergence of a new activism that has helped to express and shape novel sexualities and identities.

LEARNING OBJECTIVES

- Identify the transformations of gender and sexuality constructions in Latin America from the late 15th century to modern times.
- Describe gender constructions in areas such as labor and family relations, religion, education, politics, and popular culture.

- Categorize the new social movements of the late 20th century and the way gender and the body are politicized as part of this new activism.
- Compare and contrast sexual and gender stereotypes from the perspective of both the US and Argentina.

CROSS-LISTED COURSE

Due to the interdisciplinary nature of the content, this course is cross-listed with Gender Studies [GEN331EZE] as well as Sociology [SOC351EZE]. The instructor will provide directions during the first week of class regarding how to choose your desired course code.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet twice weekly for 90 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 2 day(s) per week	2 Absences	8 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES								
Absence	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Penalty	No Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	1.5 Grades Docked	2 Grades Docked	2.5 Grades Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES								
Grade	A+	A+	A	A-	B+	B	B-	F

The instructor reserves the right to make changes or modifications to this syllabus as needed

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Topic Paper	20%
Group Presentations	20%
Midterm Exam	25%
Final Exam	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Topic Paper (20%): Students will write a 6-page paper further exploring how gender roles have been experienced and constructed through time in a specific area of choice, such as labor and family relations, religion, education, political and civil rights, or popular culture. Students are expected to incorporate knowledge gained from class and assignments, however a substantial portion of the paper should be based on independent research, including data compiled from a semi-structured interview to a professional in the field, and referencing a minimum of one audiovisual material (film, TV series, music video, advertisement, etc.) that supports their analysis. Further instructions and resources for this assignment will be provided during class.

Group Presentations (20% total): In groups of 3-4, students will prepare 45-minute presentations on the Indigenous Feminism movement and the Ni Una Menos movement. Students should be able to characterize these regional movements and discuss their impact in the region. Student groups will prepare a handout with a summary of their presentation and their conclusions, and should come prepared with different resources and questions to stimulate conversation.

Midterm (25%) and Final Exams (25%): The exams are designed to establish and communicate to students the progress they have made towards meeting the course learning objectives listed above. It is comprised of essay questions which test students' abilities in three important areas of competency: the amount of information they master; the accuracy of the information they present; and the significance they ascribe to the facts and ideas they have integrated across their study in this course.

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EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are included in this course:

- Field Studies to the Evita Museum, Plaza de Mayo, Juana Azurduy statue, and Women's Bridge.
- Guest Speaker on LGBTIQ+ Activism in the region.

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. SELECTED READING(S):** The selected readings for this course are listed below. You will not need to purchase these readings; the instructor will provide these selected readings to you in class (either in paper or electronic format).

Alvarez, Sonia. "Maneuvering the "U-Turn": Comparative Lessons from the Pink Tide and Forward-Looking Strategies for Feminist and Queer Activisms in the Americas" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 305-311.

Bastian Duarte, Angela. "From the Margins of Latin American Feminism: Indigenous and Lesbian Feminisms" in *Signs Vol. 38, No. 1*, The University of Chicago Press, 2012, pp. 153-178.

Behar, Ruth. "Sexual Witchcraft, Colonialism, and Women's Powers: Views from The Mexican Inquisition" in *Sexuality and Marriage in Colonial Latin America*, edited by Asunción Lavrín, Lincoln and London: University of Nebraska Press, 1989.

Ben, Pablo & Insausti, Santiago Joaquín. "Case of the Frente de Liberación Homosexual, 1967-1976". Editorial: Duke University Press/Revista: Hispanic American Historical Review, 2017.

Bosca, Roberto. "Evita: A Case of Political Canonization" in *The Making of Saints*, Edited by June Macklin. Alabama: The University of Alabama Press, 2005, pp. 59-74.

Brewster, Claire. "Women and the Spanish-American Wars of Independence: An Overview" in *Latin America: Issue 79: History, War and Independence (Feminist Review)* by Feminist Review Collective, Sage Publications, Ltd, 2005, pp. 20-35.

Chaves, Maria Eugenia. "Sla Women Strategies for Freedom in the Late Spanish Colonial State", in *Hidden histories of gender and the state in Latin America*, edited by Elizabeth Dore & Maxine Molyneux. Duke University Press, 2000.

Diez, Jordi. "The Record of Latin America's Left on Sexual Citizenship" In Manuel Balán and Françoise Montambeault (eds.) *Legacies of the Left Turn in Latin America: The Promise of Inclusive Citizenship*. South Bend, IN: University of Notre Dame Press, 2020.

Elfenbein, Rachel. "Toward Feminist Socialism? Gender, Sexuality, Popular Power, and the State in Venezuela's Bolivarian Revolution" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 200-234.

Foster, David William. "Plata Quemada: Social Violence and Gay Idyll" in *Chasqui* Vol. 34, Special Issue 2, 2005, pp. 145-150.

Friedman, Elisabeth Jay & Tabbush, Constanza. "Introduction: Contesting the Pink Tide" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 1-47.

Howe, Sara Eleanor. "The Madres de la Plaza de Mayo: Asserting Motherhood; Rejecting Feminism?" in *Journal of International Women's Studies*, 2006, pp. 43-50.

Huddleston, William. "Kicking off: Violence, honour, identity and masculinity in Argentinian football chants" in *International Review for the Sociology of Sport*, 2021.

Johnson, Niki; Rodríguez, Ana & Sempol, Diego. "Explaining Advances and Drawbacks in Women's and LGBTIQ Rights in Uruguay: Multisited Pressures, Political Resistance, and Structural Inertias" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 48-81.

Libedinsky, Mariela. "A Feminist Perspective of Activism in Argentina's Dictatorship and The Disappeared, 1976 1983". A thesis submitted to the Graduate Program in Sociology in conformity with the requirements for the Degree of Master of Arts Queen's University Kingston, Ontario, Canada Final (QSpace), 2018, chapters 2 & 5.

Manzano, Valeria. "The Age of Youth in Argentina. Culture, Politics, & Sexuality from Perón to Videla. Chapel Hill, The University of North Carolina Press, 2014". Found in *Prismas - Revista de Historia Intelectual*, by Caimari, Lila, 19(1), 2015, pp. 299-301.

Matos, Marlise. "Gender and Sexuality in Brazilian Public Policy: Progress and Regression in Depatriarchalizing and Deheteronormalizing" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 144-172.

Pecheny, Mario, Jones, Daniel & Ariza, Lucía. "Sexual politics and religious actors in Argentina" in *Religion and Gender* 6(2), 2016, pp. 205-225.

Plotkin, Mariano. "The Peronization of Women and Youth" in *Mañana es San Peron*, 2003, pp. 165-193.

Pousadela, Inés M. "From embarrassing objects to subjects of rights: the Argentine LGBT movement and the Equal Marriage and Gender Identity laws" in *Development in Practice* Vol. 23, No. 5/6, 2013, pp. 701-720.

Segato, Rita. "Territory, Sovereignty, and Crimes of the Second State: The Writing on the Body of Murdered Women" in *Terrorizing Women: Femicide in the Americas*, Edited by Rosa-Linda Fregoso & Cynthia Bejarano. Duke University Press, 2019.

Segato, Rita. "A Manifesto in Four Themes" Translated by Ramsey McGlazer. (Original version: Manifiesto en cuatro tiempos), in *Critical Times* 1(1), 2018, pp. 212-225.

Szwarcberg Mariela. "Gender and Politics in Buenos Aires" in *Journal of Politics in Latin America* 10(3), 2018, pp. 3-27.

Tabbush, Constanza; Constanza Díaz, María; Trebisacce, Catalina & Keller, Victoria. "LGBT Rights Yes, Abortion No: Explaining Uneven Trajectories in Argentina under Kirchnerism (2003-

15)” in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 82-114.

Thomas, Gwynn. "Working within a Gendered Political Consensus: Uneven Progress on Gender and Sexuality Rights in Chile" in *Seeking Rights from the Left: Gender, Sexuality, and the Latin American Pink Tide*, Edited by Elisabeth Jay Friedman. Durham; London: Duke University Press, 2018, pp. 115-143.

Tossounian, Cecilia Anahid. “Milonguitas: Tango, Gender and Consumption in Buenos Aires (1920-1940)” in *Estudios Interdisciplinarios de América Latina y el Caribe* Vol 27 No 2. Tel Aviv University, 2016; pp. 1-18.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Barnes, Tiffany. “Women’s Representation in Argentine National and Subnational Governments” in *Gender and Representation in Latin America*, Edited by Leslie A. Schwindt-Bayer. Oxford University Press, 2018.

Bhattacharya, Tithi. “What the Women’s Strike Means”. Jacobin Magazine [Online], March 2nd, 2017. <https://www.jacobinmag.com/2017/03/international-womens-strike-march-8-capitalism/>

Berro Krugman, Miriam. “The Confluence of Contexts That Construct a Social Movement: Comparing the Argentine and American Pro-Choice Struggles”. Brandeis University, 2020. Print.

Cavallero, Lucía & Gago, Verónica. *A Feminist Reading of Debt*. Pluto Press, 2021, 128pp.

Corredor, Elizabeth. “Unpacking ‘Gender Ideology’ and the Global Right’s Antigender Counter-movement” in *Signs: Journal of Women in Culture and Society*. 44. 613-638, 2019.

Daby, Mariela, & Moseley, Mason. “Feminist Mobilization and the Abortion Debate in Latin America: Lessons from Argentina” in *Politics & Gender*, Edited by Susan Franceschet & Christina Wolbrecht, 2021, pp. 1-35.

de Souza, Natália. “When the Body Speaks (to) the Political: Feminist Activism in Latin America and the Quest for Alternative Democratic Futures” in *Contexto Internacional* 41, 2019, pp. 89-112.

Díez, Jordi. *The Politics of Gay Marriage in Latin America: Argentina, Chile, and Mexico*. New York: Cambridge University Press, 2015, 301pp.

Pecheny, Mario. *Sexual Politics and Post-Neoliberalism in Latin America*, 2013.

Reyes, Dolores. *Cometierra*. SIGILO, 2019, 176pp.

Sutton, Barbara. “Intergenerational encounters in the struggle for abortion rights in Argentina” *Women's Studies International Forum*. 82:102392, 2020.

Tabbush, Constanza. “Ni Una Menos: Social Protest against Gender Violence in Argentina and Beyond”, 2016.

Terzian, Polly. “Ni Una Menos Movement in 21st Century Argentina: Combating More than Femicide”. Dickinson College Honors Theses, Paper 288, 2017. https://scholar.dickinson.edu/student_honors/288/

Torres, G. S., Pérez, S. I., & Moragas, F. (2020). “‘Gender Ideology’ in Conservative Discourses: Public Sphere and Sex Education in Argentina” in *Queer Epistemologies in Education*. Palgrave Macmillan, Cham, 2020, pp. 161-178.

AUDIOVISUAL RESOURCES

The required and recommended audiovisual resources for this course are listed below. You can find access to these via the online Moodle CEA Classroom or by borrowing them from the CEA Media Library:

REQUIRED FILMS

Plata quemada (2001) Film by Marcelo Piñeyro

La patota (2015) Film by Santiago Mitre

Mocha (2019) Documentary film by Francisco Quiñones Cuartas & Rayan Hindi

Que sea ley (2019) Documentary film by Juan Solanas

Miss Representation (2011) Documentary film by Jennifer Siebel Newsom & Kimberlee Acquaro

Sufragistas: Pioneras de las luchas feministas (2017) Documentary film by Canal Encuentro

El silencio es un cuerpo que cae (2017) Documentary film by Agustina Comedi

RECOMMENDED RESOURCES

Niña mamá (2019) Documentary film by Andrea Testa

El secreto de sus ojos (2009) Film by Juan José Campanella

“A Rapist in Your Way” (2019) Performance by Chilean feminist group Las Tesis

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA’s School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu.

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There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

- **Online Reference & Research Tools:** The course instructor has identified the resources below to assist you with understanding course topics. You are encouraged to explore these and other avenues of research including the databases available via the UNH online library.

<https://oig.cepal.org/en>

<https://lac.unwomen.org/en>

<http://www.niunamenos.org.ar>

<http://www.dpn.gob.ar/observatorio-femicidios.php>

<https://gendersociety.wordpress.com/media-2/>

<https://journals.sub.uni-hamburg.de/giga/jpla>

<http://www.feministstudies.org/issues/vol-40-49/46-3.html>

“Gender and Feminism in Latin America” (Podcast) by Graciela Montaldo.

Discusses the strength of the feminist movement in Argentina and its political impact.

<https://soundcloud.com/user-695405451/cultural-studies-scholar-graciela-montaldo-on-gender-and-feminism-in-latin-america>

“The Red Note” (Podcast) Hosted by investigative journalist Lydia Cacho and produced by a Mexico-based team. Examines the story of the femicides in Ciudad Juarez, Mexico.

<https://www.therednotemovie.com/podcast>

COURSE CALENDAR
Gender & Body Politics in Latin America

SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	Course Introduction: Review Syllabus, Classroom Policies Gender, Sexuality & Identity in Argentina	Course Overview Lecture & Discussion	Pecheny, Mario, Jones, Daniel & Ariza, Lucía. “Sexual politics and religious actors in Argentina”, 2016.
2	Gender, Sexuality & Identity in Latin America: Gender theory in Latin America	Lecture & Discussion	Friedman, Elisabeth Jay & Tabbush, Constanza. “Introduction: Contesting the Pink Tide” in <i>Seeking Rights from the Left</i> , 2018, pp. 1-47. Segato, Rita. “A Manifesto in Four Themes”, 2018.
Unit I. Gender and Sexuality in Colonial Latin America			
3	Mestizaje & the Racialization of Gender	Lecture & Discussion	Bastian Duarte, Angela. “From the Margins of Latin American Feminism”, 2012.
4	Religion & Women’s Role	Lecture & Discussion	Behar, Ruth. “Sexual Witchcraft, Colonialism, and Women’s Powers: Views from The Mexican Inquisition”, 1989.
5	Women, Patriarchy & Family Structure	Lecture & Discussion	Matos, Marlise. “Gender and Sexuality in Brazilian Public Policy: Progress and Regression in Depatriarchalizing and Deheteronormalizing” in <i>Seeking Rights from the Left</i> , 2018, pp. 144-172.
6	Women’s Differing Worlds: Slaves, servants & elite women	Lecture & Discussion	Chaves, Maria Eugenia. “Slave Women Strategies for Freedom in the Late Spanish Colonial State”, 2000.
7	Women in Revolution	Field Study: Juana Azurduy Statue and Women’s Bridge	Brewster, Claire. “Women and the Spanish-American Wars of Independence: An Overview”, 2005.

Unit II. Transformations of Gender in the early 20th Century

8	Gender & Tango	Lecture & Discussion Viewing Tango Performances	Tossounian, Cecilia Anahid. “Milonguitas: Tango, Gender and Consumption in Buenos Aires (1920-1940)”, 2016.
9	Masculinities & Football	Lecture & Discussion	Huddleston, William. “Kicking off: Violence, honour, identity and masculinity in Argentinian football chants”, 2021.
10	Politics, Suffrage & Feminisms	Lecture & Discussion	Reading: Szwarcberg Mariela. “Gender and Politics in Buenos Aires”, 2018. Screening: <i>Miss Representation</i> (2011) Documentary film by Jennifer Siebel Newsom & Kimberlee Acquaro <i>Sufragistas: Pioneras de las luchas feministas</i> (2017) Documentary film by Canal Encuentro
11	Populism & Gender	Lecture & Discussion.	Elfenbein, Rachel. “Toward Feminist Socialism? Gender, Sexuality, Popular Power, and the State in Venezuela’s Bolivarian Revolution” in <i>Seeking Rights from the Left</i> , 2018, pp. 200-234. Plotkin, Mariano. “The Peronization of Women and Youth”, 2003.
12	Eva Perón: the woman & the myth	Field Study: Museo Evita	Bosca, Roberto. “Evita: A Case of Political Canonization”, 2005.
13	In class Review Session	Review for Midterm Exam	All course readings & materials

14	MIDTERM EXAM		
Unit III. Gender, Popular Culture & Human Rights			
15	Material Culture & Gender	Lecture & Discussion	<p>Manzano, Valeria. "The Age of Youth in Argentina. Culture, Politics, & Sexuality from Perón to Videla", 2014.</p> <p>Johnson, Niki; Rodríguez, Ana & Sempol, Diego. "Explaining Advances and Drawbacks in Women's and LGBTIQ Rights in Uruguay: Multisited Pressures, Political Resistance, and Structural Inertias" in <i>Seeking Rights from the Left</i>, 2018, pp. 48-81</p>
16	Social Violence & Gay Dynamics	Lecture & Discussion Film Screening & Debate	<p>Reading: Foster, David William. "Plata Quemada: Social Violence and Gay Idyll", 2005.</p> <p>Pousadela, Inés M. "From embarrassing objects to subjects of rights: the Argentine LGBT movement and the Equal Marriage and Gender Identity laws", 2013.</p> <p>Screening: <i>Plata quemada</i> (2001) Film by Marcelo Piñeyro.</p>
17	Dictatorship, Violence & Masculinity	Lecture & Discussion	<p>Reading: Ben, Pablo & Insausti, Santiago Joaquín. "Case of the Frente de Liberación Homosexual, 1967-1976", 2017.</p> <p>Screening: <i>El silencio es un cuerpo que cae</i> (2017) Documentary film by Agustina Comedi</p>

18	Madres de Plaza de Mayo Contesting Authority	Field Study: The Plaza de Mayo	Howe, Sara Eleanor. "The Madres de la Plaza de Mayo: Asserting Motherhood; Rejecting Feminism?", 2006. Libedinsky, Mariela. "A Feminist Perspective of Activism in Argentina's Dictatorship and The Disappeared, 1976 1983, 2018.
19	Film & Gender	Lecture & Discussion Film Screening & Debate	Reading: Thomas, Gwynn. "Working within a Gendered Political Consensus: Uneven Progress on Gender and Sexuality Rights in Chile" in <i>Seeking Rights from the Left</i> , 2018, pp. 115-143. Screening: <i>La patota</i> (2015) Film by Santiago Mitre.
Unit IV. Politicization of Gender			
20	Democracy & the Rise of New Organizations Women's and gay organizations	Lecture & Discussion	Readings: Alvarez, Sonia. "Maneuvering the "U-Turn": Comparative Lessons from the Pink Tide and Forward-Looking Strategies for Feminist and Queer Activisms in the Americas" in <i>Seeking Rights from the Left</i> , 2018, pp. 305-311. Diez, Jordi. "The Record of Latin America's Left on Sexual Citizenship, 2020.
21	Violence Against Women Case Study: Femicide in Ciudad Juarez, México	Lecture & Discussion	Reading: Segato, Rita, "Territory, Sovereignty, and Crimes of the Second State: The Writing on the Body of Murdered Women", 2019. Streaming: The Red Note Podcast (2020) by Lydia Cacho

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22	Contemporary Activism (I) Case Study: “Que sea ley” Abortion movement in Argentina	Group Presentations	Reading: Tabbush, Constanza; Constanza Díaz, María; Trebisacce, Catalina & Keller, Victoria. “LGBT Rights Yes, Abortion No: Explaining Uneven Trajectories in Argentina under Kirchnerism (2003–15)” in <i>Seeking Rights from the Left</i> , 2018, pp. 82-114. Screening: <i>Que sea ley</i> (2019) Documentary film by Juan Solanas
23	Contemporary Activism (II) Trans-gender activism: Bachillerato popular Travesti-Trans MOCHA Celis	Group Presentations	Reading: Tabbush, Constanza; Constanza Díaz, María; Trebisacce, Catalina & Keller, Victoria. “LGBT Rights Yes, Abortion No: Explaining Uneven Trajectories in Argentina under Kirchnerism (2003–15)” in <i>Seeking Rights from the Left</i> , 2018, pp. 82-114. Screening: <i>Mocha</i> (2019) Documentary film by Francisco Quiñones Cuartas & Rayan Hindi
24	LGBTIQ+ Activism	Guest Speaker: LGBTIQ+ Activism in the region	Presentation provided by guest speaker.
25	Gender Issues in Latin America	Group Discussion	Topic paper presentations *Due: Topic paper
26	In class Review Session	Review for Final Exam	All course readings & materials.
27	FINAL EXAM		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)