



Center for International Programs and Sustainability Studies

Course name: LGBT: Diversity and Sexuality in Latin America

Course code: SOCY 3050

Total contact hours: 48 hours

Pre-requisite: None

COURSE DESCRIPTION

This course will study the LGBTQI+ community and related social issues in the Latin American Context. Special attention will be given to the Costa Rican case study where sexuality, identity, expression, health, community, family, and other social, political and lifestyle issues will be discussed. This course offers students one of the only opportunities to study LGBTQI+ Latin American dynamics and issues. It is one of the first of its kind in the region and a pioneering offer for study abroad students in the Costa Rican setting. This is a young but growing field of study in Latin America and definitely one that deserves much attention, especially as the Latin American region is home to some of the most homophobic countries in the world, and at the same time undergoing radical change in terms of its acceptance of the complete spectrum of sexuality and identity expression. This course has three main objectives: 1) students will be invited to explore LGBTQI+ Latin American community issues, 2) to appreciate how particular countries are advancing in relation to equality before the law while studying the social groups pushing for change, and 3) to critically assess present day contexts that are struggling with recently developed anti-discriminatory frameworks.

Student's will carry out country reports, surveys, develop research projects and participate in possible field trips to help them to understand the issues being discussed.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How is the region advancing with sexuality and diversity issues and what are the regional realities for the LGBTQI+ community?

In order to respond this question, we will study the following generative topics:

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.
- An introduction to the central concerns of the LGBTQ+ community.
- A history of the LGBTQ+ Latin American movement, its major struggles, and successes.
- Homophobia, machismo, and power relations.
- The role of the State and anti-discriminatory legal frameworks.
- Costa Rican LGBTQ+ groups and their work and concerns.
- LGBTQ+ Latin American public figures, heroes, and outstanding individuals.
- LGBTQ+ sub-cultural tastes, music, meeting places.
- LGBTQ+ Latin American Literature and the Arts.

Along the course, the following **skills** will be fostered:

- To participate and collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.
- Contribute to the consolidation of a team and teamwork, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.

- Capacity to communicate professionally with NGOs, State entities and institutions.
- To integrate knowledge, abilities and the necessary attitudes to be able to learn the **techniques of teamwork and leadership** (considering the tutorials and evaluations).

Among the **values** and **attitudes** that will be promoted among students are the following:

- How to work and get on with others.
- How to communicate with others.
- Problem and challenge identification.
- Search for solutions through dialogue and deliberation.
- Management and resolution of conflicts.
- Negotiation to inspire confidence and empathy
- Responsible communication and profound listening.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

Competencies	Key competency	Evidence of Learning
Discipline Evaluate the regional situations and understanding in the advancement of human rights for the	○ Evaluate global, regional, and national issues illustrating discrimination and the mechanisms within the search for equality,	○ Case study analysis ○ Interaction and firsthand research with different projects, site visits and fieldtrips.

LGBTQI+ Latin American and Caribbean community.	equity in relation to the LGBTQI+ Latin American and Caribbean community	<ul style="list-style-type: none"> ○ Observation and collection of data.
	<ul style="list-style-type: none"> ○ Critically assess successes and failures in the application of anti-discriminatory policy approaches. 	<ul style="list-style-type: none"> ○ Group work comparative research reports ○ Interviews ○ Essay
	<ul style="list-style-type: none"> ○ Analyze the methods, indicators and outcomes for understanding and combating disparities and discrimination. 	<ul style="list-style-type: none"> ○ Case study analysis ○ Research reports ○ Design and execute interviews. ○ Essay
General/Core	Performance criteria	Evidence of performance
<p>To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen appreciation and understanding of other experiences and struggles.</p> <p>Participate actively in the team tasks, strengthening confidence, cordiality, shared goals and teamwork.</p> <p>Direct work groups, assuring the integration of all</p>	<ul style="list-style-type: none"> ○ Problem and challenge identification. 	<ul style="list-style-type: none"> ○ Case study research and comparisons. ○ Essay
	<ul style="list-style-type: none"> ○ How to work and get on with others. ○ Search for solutions through dialogue and deliberation. <p>Negotiation to inspire confidence and empathy</p>	<ul style="list-style-type: none"> ○ Fieldtrips, group work, and site visits.
	<ul style="list-style-type: none"> ○ How to communicate with others. ○ Work in teams and leadership 	<ul style="list-style-type: none"> ○ Collaborative tasks

members and group assessment.	<ul style="list-style-type: none"> ○ Responsible communication and profound listening. 	
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> ○ Problem and challenge identification. ○ Search for solutions through dialogue and deliberation. ○ Management and resolution of conflicts. 	<ul style="list-style-type: none"> ○ Collaborative tasks and presentation of results.

COURSE CONTENT

(One theme each week, plus conclusions, practical activities, and finals)

Theme 1: Defining LGBTQ+ Identities in the Latin American and Caribbean context.

- A Brief overview of the course themes and context.
- A brief overview of global LGBTQ+ History and context building.

Theme 2: Defining LGBTQ+ Identities in the Latin American and Caribbean context.

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.

Theme 3: An introduction to the central concerns of the LGBTQ+ community.

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.
- Part 2.

Theme 4: A history of the LGBTQ+ Latin American movement, its major struggles and success.

- Local, regional, and global exploration and overview.

Theme 5: Homophobia, machismo, and power relations.

- The role of the church shaping policy.

- Conversion therapy.
- Case study focus.

Theme 6: The role of the State and anti-discriminatory legal frameworks.

- Case study focus: Country reports.

Theme 7: Costa Rican LGBTQ+ groups and their work and concerns.

- Social movements and human rights.
- Diversity movement.
- Converging movements and NGOs.

Theme 8: LGBTQ+ Latin American public figures, heroes, and outstanding individuals.

- Heroes and Testimonies.
- Community members present and past.
- The fight against violence.

Theme 9: LGBTQ+ community and culture

- LGBTQ+ Latin American Literature and the Arts.
- sub-cultural tastes, music, meeting places.
- LGBTQ+ Latin American and Caribbean Film.

Theme 10: Conclusions and future outlooks

- Case study focus and conclusions.

METHODOLOGY

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to LGBTQI+ issues and

dynamics and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience.

The methodology is planned as experiential learning using Paolo Freire's educational guidelines, from a constructivist perspective and, the competency-based model.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, therefore, to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator.

Most of the lessons will take place in the classroom. During independent work periods, students will be able to attend the institution.

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

LEARNING ASSESSMENT

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

RUBRIC	WIEGHT/GRADE
Participation: Attendance, attitude and enthusiasm in discussions.	10%
2 Case Studies: (10% each) Possible choices: <ul style="list-style-type: none"> ○ The case of Costa Rica – Sexuality and diversity ○ Case Study – The LGBTQI+ movement ○ Regional Indicator Maps– Human rights advances, law, policy and limits ○ Case study – free theme. 	20%
5 film and documentary viewings, summaries and reflections (5% each film)	25%
Essay and presentation: <ul style="list-style-type: none"> ○ Theme of choice in relation to the Latin American and/or Caribbean LGBTQI+ community 	15%
Group Work project and presentation: Possible choices:	30%

<ul style="list-style-type: none"> ○ Investigation and comparison of a selection of case studies and testimonies. ○ Group work proposal and report. 	
TOTAL	100%

LEARNING ASSESSMENT

The following learning strategies will be developed:

1. Case Studies and Interviews

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Three case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas.

Three Case Studies: (10% each) Choices:

- The case of Costa Rica – Sexuality and diversity
- Case Study – The LGBTQI+ movement

- Regional Indicator Maps– Human rights advances, law, policy and limits
- Case study – free theme.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

2. Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

The written essay is a critical academic piece that permits the student to express opinions, interpret data and events, evaluate a selection of themes and issues. This is packaged in a formal written piece that demonstrates the capacity to research a theme, discuss and reflect upon the central issues. Critical thinking is encouraged with a clear organization of argument, perspectives, positions, and the development of the student's understanding. The essay must be well written, well presented, both orally and on paper. The essay is strictly individual, and sole authored by the student. The work of others must be clearly referenced. APA referencing must be used. The essay theme will be on the quality of gender equality in the Latin America and Caribbean space.

3. Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

The group work will make up 30% of the final grade. Students are expected to start work on this simultaneous to other commitments, evaluations, and activities. This will be developed throughout the length of the course and students must organize into small

groups on instruction from the teacher. From the following themes one or both can be chosen.

- Investigation and comparison of a selection of case studies, format, implementation, and outcomes.

4. Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

5. Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the course themes.

6. Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language).

7. Analysis of video, documentary or other audiovisual

Documentary analysis about sustainability topics will be assigned as out of class work. The report will demonstrate writing skills and the students' ability to understand the documentary's core theme. Five film and documentary viewings, summaries, and reflections (5% each film)

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.

2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform.

BIBLIOGRAPHY

Basic bibliography to be discussed during the course will be posted on the course portal or hand outs made available – students will be given guidance for the reading exercises and are not expected to read all of the following texts. The following texts will be referred to throughout the course during class sessions. Students will not be expected to read the texts in Spanish, but they will be referenced during class presentations by the teacher. Reading texts may differ from those on this sample class content program – updated bibliographies and sources will be posted on the portal.

Bell, David and Gill Valentine. "Queer Country: Rural Lesbian and Gay Lives," *Journal of Rural Studies* 11: 2 (1995). A succinct survey of LGBT identity formation in rural spaces

highlighting key differences in rural/urban LGBT culture.

Corrales, Javier (2015) LGBT Rights and Representation in Latin America and the Caribbean: The Influence of Structure, Movements, Institutions, and Culture.

www.erlacs.org/articles/10126/galley/10623/download/

Corrales, Javier (2015) The Politics of LGBT Rights in Latin America and the Caribbean: Research Agendas. European Review of Latin American and Caribbean Studies. Revista Europea de Estudios Latinoamericanos y del Caribe
Open Access published by CEDLA – Centre for Latin American Research and Documentation / Centro de Estudios y Documentación Latinoamericanos, Amsterdam; Amherst College

Devor, Aaron H. “The Transgender Archives Foundations for the Future.” Victoria, British Columbia, Canada: University of Victoria Libraries, 2014.

http://www.uvic.ca/library/about/ul/publications/Devor_Foundations_for_the_Future.pdf

Encarnación. Omar G. (2011) Latin America’s Gay Rights Revolution. Journal of Democracy Volume 22, Number 2 April 2011 National Endowment for Democracy and The Johns Hopkins University Press

Equality Maps: <https://www.wisconsin.edu/lgbtq-resources/equality-maps/>

Queiroz, J et al (2013) THE “Ex-Gay” Movement In Latin America. Therapy and Ministry in the Exodus Network. 2013, Political Research Associates, Somerville, MA 02144-1837. www.politicalresearch.org

Rosenberg, A. The Brazilian Paradox: The Lesbian, Gay, Bisexual, and Transgender Battle for Human Rights.

The Human Rights Campaign (HRC) (2012) Supporting and Caring for our Latino LGBT Youth. Human Rights campaign Foundation and The League of United Latin American Citizens (LULAC).

Torres, Francis (2014) Challenges to LGBT Rights in Latin America. Brown Political Review
March 17,

<http://www.brownpoliticalreview.org/2014/03/challenges-to-lgbt-rights-in-latin-america/>

Other Resources:

LGBTQ+ Terminology: <http://sja.sdes.ucf.edu/docs/LGBTQ-Terminology.pdf>

Costa Rica Introduces Same-Sex Common-Law Marriage Bill. Posted on August 13, 2015
by News Team in News, World News

<http://pridelife.com/costa-rica-introduces-same-sex-common-law-marriage-bill/>

Blog Spot: LGBTQ+ Costa Rica:

<http://lgbtqpluz.tumblr.com/post/130828838378/so-i-dont-know-how-many-people-know-this-but-i>

CHRONOGRAM

Week	Competency	Content	Teaching strategies
1	Analyze the central concepts and theoretical frameworks	Theme 1: Defining LGBTQ+ Identities in the Latin American and Caribbean context. <ul style="list-style-type: none"> ○ A Brief overview of the course themes and context. ○ A brief overview of global LGBTQ+ History and context building. 	Introduction to the course, assignments, tools, methods and expectations.
2	Discuss the importance of the		Lecture and discussion

	religious and chauvinistic ideologies behind the manifestations of discrimination, hate and violence.	<p>Theme 2: Defining LGBTQ+ Identities in the Latin American and Caribbean context.</p> <ul style="list-style-type: none"> ○ Defining LGBTQ+ Identities in the Latin American and Caribbean context. 	Group work and discussion: Defining core concepts.
3	Discuss the importance of the legal framework that responds to the LGBTQI+ community through the study of the	<p>Theme 3: An introduction to the central concerns of the LGBTQ+ community.</p> <ul style="list-style-type: none"> ○ Defining LGBTQ+ Identities in the Latin American and Caribbean context. ○ Part 2. 	Lecture and discussion Essay proposal and development.
4	international declarations, conventions, and policies.	<p>Theme 4: A history of the LGBTQ+ Latin American movement, its major struggles and successes.</p> <ul style="list-style-type: none"> ○ Local, regional and global exploration and overview 	Lecture and discussion Group work and discussion: Theories and concepts.
5		<p>Theme 5: Homophobia, machismo, and power relations.</p> <ul style="list-style-type: none"> ○ The role of the church shaping policy ○ Conversion therapy ○ Case study focus 	Lecture and discussion Group work, team work: Round Table: Women´s Orgs and NGOs (profile and

			present and discuss functions and roles)
6		<p>Theme 6: The role of the State and anti-discriminatory legal frameworks.</p> <ul style="list-style-type: none"> ○ Case study focus: Country reports 	<p>Lecture and discussion</p> <p>Group work and discussion.</p>
7		<p>Theme 7: Costa Rican LGBTQ+ groups and their work and concerns.</p> <ul style="list-style-type: none"> ○ Social movements and human rights ○ Diversity movement ○ Converging movements and NGOs 	<p>Group work and discussion: Case Studies.</p> <p>Group work and discussion: Case Study development.</p>
8	<p>Explore and discuss the situation, experience and importance of the international, regional and national response in the search for equity and non-discriminatory frameworks.</p>	<p>Theme 8: LGBTQ+ Latin American public figures, heroes and outstanding individuals.</p> <ul style="list-style-type: none"> ○ Heroes and Testimonies ○ Community members present and past ○ The fight against violence 	<p>Lecture and discussion</p> <p>Case Study development.</p> <p>Analyzing indicators and case study findings.</p>
9	<p>Analyze case studies,</p>	<p>Theme 9: LGBTQ+ community and culture</p> <ul style="list-style-type: none"> ○ LGBTQ+ Latin American Literature and the Arts. 	<p>Lecture and discussion</p> <p>Case Study development.</p>

	<p>vulnerabilities and advances.</p> <p>Promote the permanent revision,</p>	<ul style="list-style-type: none"> ○ sub-cultural tastes, music, meeting places. ○ LGBTQ+ Latin American and Caribbean Film 	<p>Analyzing indicators and case study findings.</p>
10	<p>understanding and monitoring of legal frameworks, agendas, policy formation and implementation.</p>	<p>Theme 10: Conclusions and future outlooks</p> <ul style="list-style-type: none"> ○ Case study focus and conclusions 	<p>Lecture and discussion</p> <p>Development of conclusions, solutions and recommendations for policy development.</p>
11	<p>Discuss, reflect upon and search for solutions.</p>	<p>FINAL WORKSHOPS</p>	<p>Research work in groups: Identification of vulnerabilities, advances, policy gaps, key illustrative indicators.</p> <p>Workshop: compare cases, indicators, recommendations.</p>
12	<p>Analyze case studies, vulnerabilities and advances.</p> <p>Discuss, reflect upon and search for solutions.</p>	<p>FINAL PRESENTATIONS and EVALUATIONS</p>	<p>Present reports, interviews and final conclusions.</p>

	Develop recommendations.		
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