



## **CIEE Global Institute Buenos Aires, Argentina**

<b>Course name:</b>	Body, Gender, and Sexuality in Argentina: Representations, Experiences, Social Movements and Politics
<b>Course number:</b>	LAST 3009 AFLA/GEND 3002 AFLA
<b>Programs offering course:</b>	Buenos Aires Liberal Arts
<b>Language of instruction:</b>	Spanish
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	Fall 2019

### **Course Description**

This course introduces to basic concepts and perspectives in gender studies and sexuality studies in Latin America. It proposes a multidisciplinary approach that intersects sex and gender with others social constructions of difference such as race/ethnicity, class, age and religion. It focuses in social and political debates related to sexual and reproductive rights in Argentina (birth control, abortion, equal marriage, gender identities) and it also studies social constructions around Latin American masculinities (“machismo”), the history of feminist and LGTB movements in Argentina and their current agendas.

Through the readings, activities, and assignments, students will develop tools to critically analyze how social and cultural forces shape us as gendered individuals in the context of the world in which we live.

### **Learning Objectives**

By completing this course, students will be able to:

- To critically analyze the relations among gender, sexuality, culture and politics in contemporary Argentina, from a multidimensional and interdisciplinary approach intersected by race/ethnicity, class, age and religion.
- To develop written and oral skills and an introduction to the critical vocabulary in the field of gender and sexuality studies.
- To motivate the appropriation of this knowledge in an experienced-based way that facilitates to compare US culture and Latin American (Argentina) one.

### **Course Prerequisites**

None

### **Methods of Instruction**

The course features a combination of methods and strategies designed to engage meaningfully the students’ attention, and to allow them to acquire the major skills the course intends to develop in a progressive and practical way. The main frame for the course is provided by a series of classes presented by the instructor.

In many cases, special guests will be brought to the classes, specialists in the area or point being discussed or major actors involved in the events or processes under discussion.



This will be complemented and enriched by a series of additional activities including visits to a museums, and a memory site.

### **Assessment and Grading**

1. Film review	15%
2. Midterm	25%
3. Photo essay	15%
4. Final Exam	25%
5. Participation	20%

### **Course Requirements**

#### **Film Review**

The review of the film must include at least one of the reading materials. Maximum 2 pages (in words).

#### **Midterm**

Students will have to answer three questions and will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material. (Words)

#### **Photo essay**

It will be about a topic analyzed during the course (feminist/LGTB movement, illegal abortion, argentinean recent history, “machismo”, etc.). Each presentation must include 3 original photos and critical thinking, reflections, and some comparison between their previous knowledge and how it was challenged (or not) throughout this course. Creativity will be encouraged.

#### **Final exam**

Students will have to answer three questions and will be graded based on the quality of the analysis and the capacity to summarize the main conceptual frameworks of the bibliographic material. (Words)

#### **Participation**

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Each student is expected to actively participate in class, and this is absolutely necessary for the effective functioning of the course as well as for individual progress. Participation and the investment of an appropriate amount of time in the preparation of each session will be taken into account in the determination of final grades.

The course will provide – on a class-to-class basis – short analytical exercises in which the students are expected to produce a grounded, meaningful and theoretically informed analysis of an assigned reading, or a brief situation given by the instructor.



**Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

**Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities. To this, up to a maximum of 1-2 out-of-classroom activities will



added when needed, in order to apply the structures learned in the classroom and thereby increase exposure to real linguistic situations.

### **Week 1**

#### **1.1 Orientation Week**

The first class will begin with the course presentation, including goals, activities and evaluation methods. It continues with a class conversation about expectations and personal involvement in the subject of the course.

Instructor will present key concepts as gender and sexuality. Then each student will write their first personal impression about gender roles in Buenos Aires and will be encourage to share them in the class. Instructor will keep those writings to go back to them at the end of the course.

Reading: Eleonor Faur, « Guerreras », Revista Anfibia (article piece)

### **Week 2**

#### **2.1 Latin America during Cold War: the sexual revolution in Buenos Aires**

This class will focus in gendered aspects of socio cultural modernization in Argentina, focusing in the ways that sexual revolution took place in Buenos Aires. We focus in the role of youth as symbols of modern changes in gender roles and sexual practices; they also served as a lightning rod for the dreams and anxieties of experts and rulers.

Required Readings: Cosse, 2010.

### **Week 3**

#### **3.1 Bodies under the state terrorism: repression and resistances**

In this class, we will see the film *Infancia Clandestina* (2011) with the intention to focus in the interaction among paradigms of sexual revolution and political revolution in left wing movements. We will also discuss some gender patterns developed by state terrorism during repression and the role of Madres de Plaza de Mayo.

Required Reading: Cosse, 2017

Screening of Infancia Clandestina. Directed by Benjamin Avila, 2011

### **Week 4**

#### **4.1 Site visit to ESMA, current Memory Site.**

Required reading: Webpage of the site <http://www.espaciomemoria.ar/english.php>

**Due: Film Review**

### **Week 5**

#### **5.1 Second Wave feminism and beginnings of LGBT movement**

This class will focus in the origins of second wave feminism in Argentina and the connection to U.S. feminism. We will also analyze the impacts of Stonewall Riots in the first gay organization: the Homosexual Liberation Front of Argentina (FLH).

Readings: Felitti, 2011, 23-52.

### **Week 6**

#### **6.1 Revisiting “machismo”**



In this class we will discuss historical meanings of “machismo” and common description about masculinities in Latin America. In small groups students will discuss different situations and reflect about cultural backgrounds and gender discrimination.

Required Reading: Gutmann (2002)

### **Week 7**

7.1 Mid-term exam

**Due: Mid Term**

### **Week 8**

8.1 Sex Education

In this class, we will analyze the different approaches in sex education. We will also compare experiences at schools in U.S. and Argentina

Required reading: Graciela Morgade, Jesica Baez, Susana Zattara, Gabi Díaz Villa (2011)

### **Week 9**

9.1 Illegal Abortion in Argentina: why, what for and until when?

In this class instructor will present historical background to understand legal and socio political situation related to abortion in Argentina.

Required Reading: Burton, J. (2017).

### **Week 10**

10.1 Battles for Equal marriage and LGBT rights

In this class we will reconstruct the historical process that ended with same marriage in 2010. We will start with the origins of gay and lesbian movement in Argentina during the 70s, their organization in the 80s, the influence of AIDS in their structures and their battles in the 90s. We will give some reasons to understand why same sex marriage is possible nowadays in Argentina and main demands included in LGBT agendas.

Required Reading: Meccia (2018).

Guest speaker: Daniel Jones

### **Week 11**

11.1 Sex work and women trafficking: are they always in line?

In this class we will discuss a topic that divides feminism in different part of the world: can be prostitution considered a (sexual) work or is a sexual exploitation? A guest speaker, academic from the University of Buenos Aires, specialist in this topic will present the most important positions in current debates in the Argentine society about this topic. Questions and opinions from the students will be strongly encouraged.

Required Readings: Lamas, 2014.

Guest Speaker: Santiago Morcillo

### **Week 12**

12.1 Catholic and Christian churches and their positions about sexual and reproductive rights.



The class will begin with a short presentation of the instructor about historical relations between Catholic Church and Argentinean State. Then the instructor will present current debates around abortion and the importance of Pope Francisco in this debate.

Required Readings: Vaggione, 2015

### **Week 13**

#### 13.1 New Paradigms.

In this class we will discuss new paradigms in courtship and (hetero)sexual relations. We will question the prevalence of romantic love paradigm and the influences of new technologies in love and sex.

Required Reading: Palumbo, et al 2016.

### **Week 14**

#### 14.1 Display of photo essays

During this class, students will present their final projects. Each student or group will have enough time for their presentation in order to expose their works and receive other student's comments and questions. Closing remarks will be done for instructor.

**Due: Photo Essay**

### **Week 15**

#### 15.1 Final Exam

Instructor will give 3 questions to be answer during time class.

**Due: Final Exam**

### **Readings**

- BURTON, Julia (2017). "De la Comisión al Socorro: trazos de militancia feminista por el derecho al aborto en Argentina", *Descentrada*, 1(2).
- COSSE, Isabella (2010). "Una revolución discreta: El nuevo paradigma sexual en Buenos Aires (1960-1975)", *Secuencia*, 77, pp. 113-148.
- COSSE, Isabella (2017). "Infidelidades: moral, revolución y sexualidad en las organizaciones de la izquierda armada en la Argentina de los años 70", *Prácticas de oficio*, v 1, n. 19.
- FAUR, Eleonor (2018). « Guerreras », *Revista Anfibia*. <http://www.revistaanfibia.com/ensayo/guerreras/>
- FELITTI, Karina (2010). "Sexualidad y reproducción en la agenda feminista de la segunda ola en la Argentina (1970-1986)", *Estudios Sociológicos*, nº 84, El Colegio de México, pp. 791- 812.
- GUTMANN, Matthew (2002), "Las mujeres y la negociación de la masculinidad", *Nueva Antropología*, vol. XVIII, n. 61, pp. 99-116.
- <http://www.jornada.unam.mx/2015/12/03/ls-opinion.html>
- LAMAS, Marta (2014). "¿Prostitución, trabajo o trata? Por un debate sin prejuicios", *Debate feminista*, vol. 50, pp. 160-186.



- MECCIA, Ernesto (2018). "Los viejos putos", Revista Anfibia, [www.revistaanfibia.com/ensayo/los-viejos-putos/](http://www.revistaanfibia.com/ensayo/los-viejos-putos/)
- MORGADE, Graciela; Jesica Baez, Susana Zattara, Gabi Díaz Villa (2011), "Capítulo 1. Pedagogías, teorías de género y tradiciones en "educación sexual", en Morgade Graciela (coord.) *Toda educación es sexual. Hacia una educación sexuada justa*, Buenos Aires, La Crujia, pp. 23-51.
- PALUMBO, Mariana; Marentes, Maximiliano y Boy, Martín (2016), " "Me clavó el visto": Los jóvenes y las esperas en el amor a partir de las nuevas tecnologías", *Astrolabio*, n. 17, pp. 307 - 330
- VAGGIONE, Juan Marco (2014), "La politización de la sexualidad y los sentidos de lo religioso", *Sociedad y Religión*, vol. 24, p. 209 - 226
- WEEKS, Jeffrey (2014). "Entrevista. Incertidumbres sexuales", en *La Jornada*, México.

#### **Film**

- Infancia Clandestina (2011) Directed by Benjamin Avila.