Course name: Gender, Reproductive Rights and Health in Contemporary Latin America
Course number: GEND 3102 BAAR
Programs offering course: Buenos Aires Open Campus
Open Campus track: Global and Community Health
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Fall 2018

Course Description

The course proposes a review of the history of the women's movement and the development of gender theory in the Latin American region as a framework for understanding the incorporation of sexual rights into health policies. It analyzes the relationship between the struggle for the recognition of sexual and reproductive rights and the construction of democracy and citizenship in the region. Through reading and activities the course analyzes the diversity of Latin American culture and the challenges that this represents for the design and implementation of health policies. Interculturality, sexual diversity and individual and collective rights are explored.

Learning Objectives

By completing the course, students will be able to:

- Deeply understand the historical processes that shape sexual and reproductive health in the region by analyzing current confluences and challenges
- Categorize the different actors and discourses about sexual and reproductive rights in contemporary Latin America.
- Analyze the paradigm shifts of legal discourses and public health policies in the region
- Independently source and verify additional relevant sources of information (genealogy)
● Improve analytical and communication capabilities incorporating new conceptual tools to examine contextual political and social processes and the impact in public health policies.

**Methods of Instruction**

Participatory modality, with a variety of strategies including teacher presentation with open dialogue and discussion, interviews of guest speakers, group discussion and presentations on different events, to out-of-class activities such as art or performative events. Site visits to a health center facility and media analyses will provide additional opportunities for learning. Rules for citation and referencing apply.

**Assessment and Final Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflection Paper</td>
<td>20%</td>
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<tr>
<td>Observation Report</td>
<td>15%</td>
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<tr>
<td>Guest Speaker Interview</td>
<td>15%</td>
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<tr>
<td>Final Project Presentation</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100%</strong></td>
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**Course Requirements**

**Reflection Paper**

Students will be required to write a short paper reflecting the personal experience and providing a critical analysis of the attended cultural event to explore how gender identities are performed and expressed. The assignment should include an interpretation of the discourse and conflicts presented as well as its impact on sexual policies and practices in the health sector.

The paper should be typed, double-spaced and 1,500 words. All papers must use Chicago style in citing resources.

**Observation Report**

Students will write a description of their observation during the visit to a health clinic including a critical analysis of the services offered by the facility, provider’s discourses, physical space and a brief characterization of the population served. The report should be typed, double-spaced and 1,200 words.
Guest Speaker Interview
Each student is required to participate in a guest speaker interview. The interviews will be conducted by a group of 4-5 students. The group will create the questionnaire and be responsible for conducting the interview. Each student will write a short report with her/his description and of the activity. Grading will be based on knowledge and preparation demonstrated in the interview and the analysis of the activity. The report should be typed, double-spaced and 1,200 words.

Final Project Presentation
A final project presentation on a selected topic will be required at the end of the course. Presentation should be 10 to 15 minutes involving a personal reflection of the learning experience and using media technology such as iMovie or Movie Maker. The presentation should show a solid understanding of and a critical analysis of one of the topics selected by students from the contents covered by the class and base on students personal interest.

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.

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. Due to the intensive schedules for Open Campus and Short Term programs, 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.

Unexcused absences will lead to the following penalties:

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

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1  Orientation Week

Class 1:1  Introduction

The course will be introduced and expectations will be discussed. The opening lecture will contextualize the women’s movement in Latin America.

Reading:

Additional resources multimedia for class discussion.
Students will be divided into groups to work with the following material to reflect on the multiple representations and identities: (previous reading will be required to the students)
https://www.youtube.com/watch?v=IECUWx1EP3Q
Timeline of the UN at 70. Gender equality milestones and memorable moments.
America Latina y el caribe. Female political participation. America Latina Genera. Infografía.

Class 1:2  Human Rights and Women’s Organizations

This module explores the development and collaborations between human rights organizations and the women's movement in the region. The students will analyze the advances and legal changes that led to the consolidation of a sexual rights movement at the regional level, laying the
foundations for the current sexual politics in Latin America and the debate about democracy and citizenship.

Reading:

Week 2

Class 2:1 Sexual Politics and Democracy in Latin America

The module analyzes the intersections of gender, sexuality, race and ethnicity within heteronormativity, and the political dynamic in the context of state formation since the war of independence in the 19th century. The students will localize sexual politics in the framework of various projects of modernization and current features of Latin American politics.

Guest speaker:
Dr. Mario Pecheny (TBC) is a political scientist specializing in the study of policies and rights in health, gender and sexuality. His presentation will help students to understand the relationship between social and political movements and health policies, gender and sexuality.

Reading:
Pecheny, Mario y De la Deheza, Rafael. Sexuality and politics in Latin America: An outline for discussion, in Sexuality and Politics: Regional Dialogues from the Global South available on http://sxpolitics.org/sexuality-and-politics-regional-dialogues-from-the-global-south/11186

Class 2:2 From Sexual Diversity to Sexual Dissidence

ABSTRAC

This module analyze the deconstruction of stigmatized identities within the heteronormative framework. Students will reflect on the meaning of the transition from the term "diversity" to that of "dissidence" which, based
on the queer theory, questions the idea of "normality" reaffirming the different expressions of sexuality as a human right.

**Site Visit:**
The City of Buenos Aires is characterized by an intense artistic activity and a great cultural offer. The different performances, exhibits and concerts are an expression of current debates and issues that permeate and concern the society. By attending a relevant cultural activity (TBC) in Buenos Aires, students will be able to identify and analyze current discourses and conflicts about sexuality and gender in the local culture.

**Reading:**

**Week 3**

**Class 3:1 From Family Planning to Reproductive Rights**
The module addresses reproductive health from a rights perspective instead of a family planning and population control approach.

**Site Visit:**
By visiting a health clinic (TBC), students will observe how the public health sector is organized, and understand how sexual and reproductive rights are integrated into health care services. They will also learn about providers’ discourses and practices as well as the use of services by the population served.

**Readings:**

❖ Reflection Paper due
Class 3:2 Indigenous Peoples, Lesbian Feminisms and Collective Rights: Intersectionality and Interculturality

This module describes the different discourses created by Indigenous women and lesbian feminists in dialogue with mainstreaming feminism and between global South and the North. Using the concepts of interculturality and intersectionality, students will explore the contradictions, differences and articulations of the various perspectives as well as their contribution to a broader and complex theoretical and political discourse and practices.


Multimedia:
On Inequality Angela Davis and Judith Butler in Conversation https://www.youtube.com/watch?v=-MzmifPGk94
The urgency of intersectionality by Kimberlé Crenshaw https://www.youtube.com/watch?v=akOe5-UsQ2o&t=219s

Week 4

Class 4:1 The Role of the Women’s Movement in the Transformation of Regional and National Legislation

The students will explore the role of the Latin American women’s movement and civil society in changes in the legal frameworks at the national and regional level. They will analyze the content and definitions of the Montevideo Consensus and its operative guidelines, crafted with input from feminists and women’s organization from across the region and considered more radical and ambitious than the 2030 United Nation’s agenda for development.

Reading: CEPAL, Montevideo consensus on population and development. Ipas. The Montevideo Consensus: Key considerations for advocacy. ECLAC (Economic Commission for Latin America, United Nations) during the second regional meeting. The Consensus is the Post 2015 agenda of development adopted for Latin American countries in 2013.
Class 4:2 Sexual and Reproductive Rights

This module examines the progress in the implementation of the rights-based sexual and reproductive health programs post-ICPD Program of Action, as well as challenges for the health sector due to inadequate political will, religious fundamentalism and lack of financial investment. Students will view the documentary film *Parir*.

Reading:

Week 5

Class 5:1 Religion, Reproduction, and Sexual Rights

This module evaluates how religious thought influences and informs public and political discourses, and limits bodily autonomy for women and sexual diversity.

Reading:
Convención interamericana por los derechos sexuales y reproductivos. [http://convencioninteramericana.org/](http://convencioninteramericana.org/)

Class 5:2 Sexual and Reproductive Rights in the Current Feminist Agenda

By examining the cultural battle for new meanings of sexuality, this module analyzes the current discourses and demands of popular feminism or 99% feminism. It presents and discusses the main conceptual articulations and disputes over the meaning of democracy and sexual politics.
Guest Speaker: TBC member of the collective Ni una menos. The collective Ni una menos is a transnational women's movement that originally began in Argentina and developed into a regional and international network of groups and organizations from different backgrounds and agendas. Through different activities in public spaces and the media, Ni una Menos seeks to transform discriminatory discourses and practices against women into good practices in cultural and political terms. During the interview, students will be able to examine the different organizational modalities at the local level, regional articulation strategies, and the place of sexual and reproductive rights in relation to other issues such as access to health or gender-based violence. This activity will be assessed therefore students will be evaluated on their performance to run the interview and the final report of this activity that they will do it.

Reading:
#Niunamenos declaration (TBT)
This declaration is the result of the dialogue, confluence and consensus of more than 300 women organizations. Detailed the demands of the regional movement to achieve gender equality. Articulates different domains such as health issues, financial policies, racism, sexism and others.

Multimedia:
Short video 8M
https://www.facebook.com/comunicacion.emergentes/videos/791981810965360/

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Week 6

Class 6:1 Health and Abortion from the Human Rights Perspective

The module analyzes the restrictive abortion policies in the region and the implications this has for access to health as a right and the limitations to women's citizenship.
Readings:

Class 6:2 Final Projects Presentation

In this class students will present their final project presentations, followed by a brief debate, reflections and conclusion about the course.

Course Materials

Readings:


Additional Readings


Online Resources:

(*) this material will be used in class or will be part of the resources that students will analyze but not necessary will be used as the same as bibliography

Paro de mujeres. 2016
https://www.youtube.com/watch?v=gJK52OU3pQ8
https://www.youtube.com/watch?v=efeb352C6xE&t=42s
https://www.youtube.com/watch?v=DPpVMg2S8Is
8M 2017. Colectivo NIUNAMENOS
https://www.youtube.com/watch?v=lB1cLOjv4mI
https://www.youtube.com/watch?v=8ROnhHN_09Y
https://www.youtube.com/watch?v=FgZtBu2HD6A
https://www.youtube.com/watch?v=urOiBDfXEhk
Colectivo emergente.
https://www.facebook.com/comunicacion.emergentes/videos/791035234393351/
https://www.facebook.com/comunicacion.emergentes/videos/788132021350339/
https://www.facebook.com/comunicacion.emergentes/videos/791981810965360/
Colectivo Manifiesta
https://www.facebook.com/manifiestacomunicacion/videos/1317675478347717/
Colectivo Abraxas. Uruguay
https://www.facebook.com/abraxasUy/videos/261872910945393/
Colectivo Cataléjo
https://www.facebook.com/colectivo.cataléjo/videos/824074551075049/

Musica
Antipatriarcal.Ana Tijoux
https://www.youtube.com/watch?v=RoKoj8bFg2E
Mis Bolivia. Paren de matarnos
https://www.youtube.com/watch?v=73AGPMSCiwI

Diversidad sexual
Capaña Matrimonio igualitario. Argentina
https://www.youtube.com/watch?v=jnkmeiUVk2U
https://www.youtube.com/watch?v=aJ-bpgGy_1Q
aniversario de la ley de matrimonio igualitario. Ex ESMA
https://www.facebook.com/espaciomemoria/videos/1323399974375326/