



CIEE Global Institute - Buenos Aires

Course name:	Gender and Sexuality
Course number:	(GI) GEND 3101 BAAR
Program offering course:	Buenos Aires Open Campus
Open Campus track:	Language, Literature and Culture
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	J-Term 2019

Course Description

This course will explore issues of gender and sexuality by reading, watching, and listening to contemporary gender- and queer-inspired artistic productions. As we attend a variety of exhibitions and film screenings, read fiction and poetry, listen to music and attend dance classes, our focus will be on how each of these “texts” construct in a specific way and thereby negotiate gender and its intersection with other axes of difference such as ethnicity, sexual orientation, and class; how they represent the human body; and how they relate multiple forms of sexuality to social categories and hierarchies. The course examines how a fictional story or a dance performance, for example, may supplement, undermine, or complicate the very interpretative categories that we as readers inevitably bring to the object of analysis.

Participants in this course will become familiar with the basic theoretical vocabulary of gender studies, feminist theory, and queer theory, i.e. the sex/gender distinction, essentialism vs. social constructionism, and the Foucauldian concept of power. While the focus will clearly be on interpretative work and cultural analysis, the course includes a revision of key concepts of textual interpretation.

Learning Objectives

By completing this course, students will be able to:



- Articulate how conceptions of the relationship between sex, gender, and sexuality vary across time and cultures.
- Compare and contrast essentialist and constructivist conceptions of gender identity.
- Explain how class, race, and ethnicity shape the experiences and expressions of gender and sexuality.
- Students will increase their Knowledge of intersex, transgender, and queer identities.
- Critically assess the regulation of gender and sexuality within various institutions.

Course Prerequisites

Students should have completed a level 2000 course in Latin American Studies and/or Gender and Sexuality and/or Women's studies prior to taking this course.

Methods of Instruction

The methodology will be based on interpretative group work in the form of discussions about the essays, films watched, performances and historical/memorial sites visited. The more theoretical parts of class sessions will sometimes consist of lectures as well. The first week of the course will serve to establish a basic repertoire of analytical instruments – based on current cutting-edge research – with which all participants are to familiarize themselves. This repertoire may be widened as the course proceeds, for example in cases where students feel that they need additional tools to be able to analyze more adequately a certain text, film, etc.

Assessment and Final Grade

Presentation	10%
Response Essays (4)	40%
Research Paper Proposal	10 %
Research Paper	25%
Class Participation:	15%
TOTAL:	100%



Course Requirements

Evaluation will be based on conceptual clarity, self-critical skills, and the ability to relate disparate concepts, but equally to creative thinking and original critique. This applies to written- as well as oral-based components of the grade.

Presentation

Students (in groups of 3) must conduct a 15-minutes presentation on a text, film, theoretical concept, or author covered in the course. A summary handout must also be prepared for distribution to the class.

Short Essays + Annotated Films and Bibliography (4)

Short essay topics or summary of arguments based on the readings or films watched. Assignments will also include observations about site visits. 800-1000 words writings must be submitted in the day assigned in the program.

Research Paper Proposal

Students will required to elaborate a research proposal to be approved by the instructor. The proposal should include a title that includes the research topic and period of time (e.g., "Tango and Queer Culture in Buenos Aires: Artistic Representation of Sexual Identity, 2016-2018"). In 200 words, the proposal must summarize the topic, explain why it is relevant, and present the student's personal and academic rationale for choosing it. Students will establish at least three objectives for the paper; in an additional 200 words, students must describe the methodological approach and how the sources will be identified. Students will also include a list of 5-8 books, articles, online resources, or films (with full citations, using APA style) as a start point for a bibliographic review of the topic.

Research Paper

Each student is required to write a research paper of 3000 words, consisting of an interpretative analysis or a theoretical argument related to topics covered in the course. The topic must be approved by the instructor. At least four scholarly sources must be used, in addition to relevant images or supporting media. A bibliography and proper citations are required. A critique of the proposal and an annotated bibliography will guide students through the process. APA style will required for the final paper.

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:



<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; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure, 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.

Week 1 Orientation Week

Class 1:1 Introduction
 Presentation of syllabus and the students themselves. Workshop dynamic that invites students to reflect on their previous knowledge and experiences about gender and sexualities. Instructor will offer cultural materials (photos, advertisement, music lyrics, etc. to introduce argentinean culture)



Presentation of Foucaultian concept of power and their implications for the history of sexualities

Reading

Weeks, Jeffrey (2002), *Sexualities*, London: Routledge, pp. 1-40.

Foucault 1983, 208–226

Class 1:2 Sex, Gender, and Sexuality – An Overview

In addition to introducing key concepts and theoretical frameworks related to sexuality, gender and queer as social constructions and useful categories for social analysis, we will discuss scholars from the Global North and Global South and analyze the way they are interpreted and used in Latin America, and how they collaborate with local social science and political activism.

Reading:

Canavese, M. (2017), 1-17

Class 1:3 Site Visit: Casa Brandon, Queer House

Students will meet with local activists and watch a queer performance. Students will be invited to ask questions and take notes during the talk. They will be asked to explore and analyze Casa Brandon's webpage <http://www.brandon.org.ar/>. The description of the main topics discussed during the visit will be the focus of the first written assignment due to the following class.

Reading:

Figari, Carlos (2014), 621-631



Class 1:4 Politics and Sexuality, Old and New Approaches

This class will focus on the conceptual and political challenges that queer and feminist theory faces within the social science field. Social and political context in the field of sexual and reproductive rights in Latin America.

Reading:

Butler 2004, 40–56 [Ch. 2: “Gender Regulations”]

Corrales, J. & Pecheny, M. (2010)

First response paper about the visit to Casa Brandon due to this class

Class 1:5 Postcolonial Studies and Feminism

Through the reading of postcolonial feminists, students will be able to connect women’s experiences of oppression in different social and cultural situations and learn about intersectional approaches that connect gender, class, race, nationality, ethnicity, and age. These theoretical tools will be applied in order to analyze works of literature and films.

Reading:

Moraga & Anzaldúa (2015), pp. 5-6; 3-4; 10-11; 210-218

Week 2

Class 2:1 Representations of Sexuality and Gender in Latin American Music and Cinema

Students will analyze songs lyrics, examining them with regard to issues such as stereotypes, discrimination and the cultural constructions they rely on. The intersectional approach.

During the class we will watch the film: *Pelo Malo*, directed by Mariana Rondón, Venezuela/España, 2014.

Reading:



McCall, L. 2005. 1771–1800

Song Lyrics:

“La Linea” and “La niña” of the album *La Linea* (2012) by Lila Downs

Students will be asked to write a reflection about the Film *Pelo Malo* and its connection to intersectionality approach. Due to following class.

Class 2:2 The Global Data about the Trans World

This class will explore theoretical approaches and social data about global Trans movements.

Reading:

GATE (2014) Conference Report. *Advancing Trans* Movements Worldwide*, Berlin, Germany, December 3 & 4, 2013 (complete document 28 p.).

Second response paper due to this class (reflection about the Film *Pelo Malo* and its connection to intersectionality approach).

Class 2:3 Teenagers and Sexual Identity

This session is devoted to the critical analysis of two films, *XXY* by Lucia Puenzo and *Tangerine* by Sean Baker. In addition to debating how the films represent sexual identity, we will use them as an opportunity to discuss the legal situation and the role of the state in defining and regulating sexuality. The new Argentinian law on gender identity passed in 2012 will serve as an instructive example as well as a starting point for a comparative analysis.

Required preview of both films:

XXY. Directed by Lucia Puenzo, Argentina, 2007.

Tangerine. Directed by Sean S. Baker, 2015.



Students will be asked to write a comparison between this 2 films choosing one or two specific topics (gender representation of main characters, consideration about moral mores, social context, representation of illness and health, etc). Due to the following class

Class 2:4 Roundtable with Trans Activists

Guest speakers will present the local situation and current challenges that trans people and their organizations are facing in Argentina.

Reading:

+ 10 The Yogyakarta Principles. The Application of International Human Rights Law in relation to Sexual Orientation and Gender Identity (2017)
Available in <http://www.yogyakartaprinciples.org/>

Third response paper about XXY and Tangerine

❖ Research Proposal due

Class 2.5 Commercial Sex and Feminist Debates

In this class we will look at the development of commercial sex and its societal perception since the 1970s sex wars in the US and how this has influenced current debates about sex work and pornography within feminism, considering especially Latin American contributions to the discussion. A female sex worker will give us an inside view of this line of work.

Reading:

Sanders, O'Neill, Pitcher (2009), 1-32.

Week 3

Class 3.1 Debating the "Sexualization of Culture" Thesis



This week will focus on approaches to the study of 'sexualized culture'. We will address such key issues as the apparent breakdown of rules, categories and regulations designed to keep the obscene at bay, pornographication and democratization, taste formations, postmodern sex and intimacy, and sexual citizenship.

Reading:
Illouz, Eva (2011)

Preview of the Film:
Gloria. Directed by Sebastián Lelio, Chile, 2013.

Class 3.2 Roundtable with a Guest Professor and an Argentine Sex Worker Activist

Students speak with an academic expert as well as a representative of the sex worker movement.

Reading:
Interview with Georgina Orellano, sex worker, activist of AMMAR (2017)

Students will be asked to write a response paper about this roundtable. Due to the following class.

Class 3.3 Gender, Migration and Ethnicity

In this class, we learn about the complexities of intersectionality by focusing on migrant women and how their particular situation is determined by sexual, gender, ethnic, class and citizenship categories. Students will be divided in groups and present critical readings based on texts provided by the instructor.

Reading:
Mallimaci Barral & Magliano, María José (2016) p. 67 - 85
Ulrich Beck, Elisabeth Beck-Gernsheim, (2014)



Fourth response paper due to this class

Class 3.4 Religion, Spirituality and Gender

Students explore the ways in which religious traditions have shaped and continue to shape notions of gender and sexuality. We will look in particular at constructions of the human as sexed/gendered in religious discourse, and how secularization and laicism have relied on these constructions as well as transformed them.

Reading:

Vaggione, J. M. (2011) pp. 935 – 954

Class 3.5 Site Visit to a Migrant Organization

We will learn firsthand from migrant women and men at a local NGO about their situation and how gender plays a role in their current conditions. Students will have the chance to interview representatives of this organization.

Week 4

Class 4.1 Post-Feminism and Post-Genderism

We will consider the various critiques, as well as political and social hopes, that have become connected with the arguably polemical terms post-feminism and post-genderism.

Reading:

Gill, 2016

Class 4.2 Fan Fiction, Activist Art and Cultural Intervention



We will analyze the uses of fan fiction as a way to intervene in, and question, dominant discourses about gender and sexuality. We will also hold a wrap-up debate and review of research projects. Site visit to Feminist Cultural Center.

Reading:

Hayes & Ball

Rosa, M. L. (2012), 5 - 11

<http://www.feministezine.com/feminist/>

Argentinean Magazine Clitoris, <http://revistaclitoris.blogspot.com.ar/>

Class 4.3 Conclusion

Students will do a final work which includes a group reflection about the topics studied during the course.

Each student should present individually the main findings of their research paper

- ❖ Research Paper due

Course Materials

Readings

Beck, Ulrich & Beck-Gernsheim, Elisabeth (2014), *Distant love*, Malden: Polity Press.

Butler, Judith (2004). *Undoing Gender*. New York and London: Routledge.

Canavese, Mariana (2017), "The Foucault Effect in Argentina (1970-1990)", *Sociologica*, Bologna, vol. 1, 1-17.

Corrales, Javier & Pecheny, Mario (2010), "Introduction: The Comparative Politics of Sexuality in Latin America", in Corrales, Javier & Pecheny, Mario (eds), *The Politics of Sexuality in Latin America. A reader on Lesbian, Gay, Bisexual, and Transgender Rights*, University of Pittsburgh



Figari, Carlos (2014) “Queer Argie”, *American Quarterly*, Volume 66, Number 3: 621-631

Foucault, Michel (1983) “The Subject and Power”. *Michel Foucault: Beyond Structuralism and Hermeneutics*. Eds. Hubert L. Dreyfus and Paul Rabinow. Chicago: University of Chicago Press, pp. 208–226.

Gill, Rosalind (2016) “Post-postfeminism?: new feminist visibilities in postfeminist times”, *Feminist Media Studies* Vol. 16 , Iss. 4, p. 610-630.

Illouz, Eva (2011). “Interview. Romantic Love”, in Seidman, Steven; Nancy Fischer and Chet Meeks (eds.), *Introducing the New Sexuality Studies*, Second Edition, Routledge, 2011, pp. 193-200.

Lovell, Peggy A. (2000), “Gender, Race, and the Struggle for Social Justice in Brazil”, *Latin American Perspectives* 27 (6):85–102.

Moraga, C. & Anzaldúa, G. (eds.) (2015), *This Bridge Called My Back: Writings by Radical Women of Color*, Suny Press

Hayes, Sharon L. & Ball, Matthew J. (2010) Queering cyberspace: fan fiction communities as spaces for expressing and exploring sexuality. In Scherer, Burkhard (Ed.) *Queering Paradigms*. Peter Lang AG, Bern, pp. 219-239.

Mallimaci Barral, Ana Inés & Magliano, María José (2016) “Moving Across Argentina: Family, Work and Gender Roles in the Migration of Bolivian Women to Córdoba and Ushuaia”, *Bolivian Labor Immigrants. Experiences in Argentina*, p. 67 - 85

McCall, Leslie (2005). “The Complexity of Intersectionality”. *Signs – Journal of Women in Culture and Society* 30, pp.1771–1800.

Rosa, M. L. (2012) “Our bodies, our history”, *Paradoxa. International feminist art journal*; vol. 30, pp. 5 – 11



The Yogyakarta Principles plus 10 (YP+10) (2017)
Available in <http://www.yogyakartaprinciples.org/>

Vaggione, J. M. (2011), "Sexual Rights and Religion: Same-Sex Marriage and Lawmakers' Catholic Identity in Argentina", *University of Miami Law Review*, Vol. 65, pp. 935 – 954

Weeks, Jeffrey (2002), *Sexualities*, London: Routledge, pp. 1-40.

Recommended Readings

Beasley, Chris. *Gender and Sexuality: Critical Theories, Critical Thinkers*. London: SAGE, 2005.

Beynon, John. *Masculinities and Culture*. Buckingham: Open University Press, 2002.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. New York: Routledge, 1990.

Halberstam, Judith. *Female Masculinity*, Durham, NC: Duke University Press, 1998.

Harris, Anita, ed. *Next Wave Cultures: Feminism, Subcultures, Sctivism*. New York: Routledge, 2008.

Kimmel, Michael, Jeff Hearn, and R. W. Connell. *Handbook of Studies on Men and Masculinities*. London: Sage, 2004.

Stryker, Susan, and Stephen Wittle. *The Transgender Studies Reader*. New York: Routledge, 2006.

Online Resources

The Consortium on Race, Gender and Ethnicity (CRGE) at the University of Maryland:
<http://www.crge.umd.edu/>

Signs – Journal of Women in Culture and Society



<http://signsjournal.org/>

Difference – A Journal of Feminist Cultural Studies

<http://differences.dukejournals.org/>

GLQ – A Journal about Lesbian and Gay Studies

<http://glq.dukejournals.org/>

Journal by and about trans people

<http://www.originalplumbing.com/>