



PROGRAMA PUENTE

GENDER ISSUES IN ARGENTINA: IDENTITIES, RELATIONS, MOVEMENTS, POLICIES

Class Meeting Information

16 Weeks long
3 hours per week

Course Description

This course is intended for students who are interested in exploring the specific configurations of gender identities and relations in Latin America, with a specific emphasis on Argentina. The course will provide insights into the history of women's movements in the country, focusing on the issues that have been more relevant in the debate over women's rights. In addition, students will be introduced to some of the policies through which the Argentinian State has sought to tackle gender power imbalances, including laws such as the Sexual Health and Responsible Procreation Law (2003), the Comprehensive Sexuality Education Law (2006) and the Law to Eradicate gender-based violence (2009).

Prerequisites — Classes or Knowledge Required for this Course

There are no prerequisites for this course, but it is recommended to have some basic knowledge of gender studies. There will be a review of basic concepts in gender and sexuality studies in the first unit.

Course Sequencing

No course sequencing is needed.

Course Objectives

At the end of this course, students will be able to:

- Understand and use basic concepts of gender studies in transcultural perspective
 - Comprehend the history of gender relations in Latin America and Argentina
 - Identify the particular configurations of current gender politics in Argentina
 - ~~Recognize the interrelation of issues of gender, class and race~~
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Course Text or Online Resources

Required texts for this course are:

- **Penelope Eckert and Sally McConnell-Ginet**, "Chapter 1: Constructing, Deconstructing and Reconstructing Gender" in *Language and Gender*, Cambridge and New York: Cambridge University Press, 2003.
- **Peter Winn**, "In Women's Hands" chapter in *Americas: The Changing Face of Latin America and the Caribbean*, Los Angeles, University of California Press, 1992.
- **Merike Blofield**, "Gender Equity in Latin America", working paper prepared for the *Center for Hemispheric Policy*, University of Miami, 2010.
- **Marifran Carlson**, *Feminismo: The Woman's Movement in Argentina from its beginnings to Eva Perón*, Chicago, Academy Chicago Publishers, 1988. [selected chapters]
- **Barbara Sutton**, *Bodies in Crisis: Culture, Violence, and Women's Resistance in Neoliberal Argentina*, New Brunswick, NJ: Rutgers University Press, 2010. [selected chapters]
- **Carolina Rocha**, "Introduction" in *Masculinities in contemporary Argentine popular cinema*, NY, Palgrave Macmillan, 2012.
- **María Julia Carozzi**, "Light women dancing tango: Gender images as allegories of heterosexual relationships" in *Current Sociology*, 61: 22, 2013.
- **Gwendolyn Windpassinger**, "Queering anarchism in post-2001 Buenos Aires" in *Sexualities*, 13: 495, 2010.

Online resources:

- **ELA** (Latin American Team for Justice and Gender) website for resources regarding laws and statistics: <http://www.ela.org.ar/a2/index.cfm?aplicacion=app187&cnl=78&opc=39>
- **Video conference by Adriana Pegorer**: "Performing Gender in Milongas of Buenos Aires": <http://www.youtube.com/watch?v=BWh4m7ZOddA>

Note: Additional and/or optional text and audio-visual resources may be assigned by the instructor over the course of the Lessons.

Evaluation and Grading

Evaluation of Student Performance

Class Attendance	20%
Participation	20%
Written Assignments	15%
Group Presentation	15%
Final Exam	30%
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	100%

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Grading Scale

A	=	93%	–	100%
A-	=	90%	–	92%
B+	=	87%	–	89%
B	=	83%	–	86%
B-	=	80%	–	82%
C+	=	77%	–	79%
C	=	73%	–	76%
C-	=	70%	–	72%
D+	=	67%	–	69%
D	=	63%	–	66%
D-	=	60%	–	62%
F	=	59%	or less	

Code of Conduct

All participants in the course are bound by Congreso University Code of Conduct, found at <http://www.ucongreso.org/institucional/la-universidad/bienvenida>

Netiquette

When we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the Universidad de Congreso. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of Universidad de Congreso.

Course Outline

Orientation Week (First Week of Course)

Orientation Week Objectives:

- Navigate around the course site
- Post self-introduction message to a discussion forum
- Describe the contents of the course syllabus
- Navigate around the course site

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Lesson 1 – *Basic Concepts in Gender Studies*

- **Lesson Learning Objectives:**
 - To become familiar with basic concepts in the study of gender and sexuality that will be used throughout the course.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 2 – *Basic Concepts in Gender Studies (cont.)*

- **Lesson Learning Objectives:**
 - To become familiar with basic concepts in the study of gender and sexuality that will be used throughout the course.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 3 – *Gender relations in Latin America*

- **Lesson Learning Objectives:**
 - To understand the history of gender relations in Latin America from Colonial times to the present.
 - To engage in a debate about the stereotypes and realities of gender relations and identities in Latin America.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 4 – *Gender relations in Latin America (cont.)*

- **Lesson Learning Objectives:**
 - To understand the history of gender relations in Latin America from Colonial times to the present.
 - To engage in a debate about the stereotypes and realities of gender relations and identities in Latin America.
- **Method(s) of Instruction:**
 - Film and debate

Lesson 5 – *Gender relations in Latin America (cont.)*

- **Lesson Learning Objectives:**
 - To understand the history of gender relations in Latin America from Colonial times to the present.
 - To engage in a debate about the stereotypes and realities of gender relations and identities in Latin America.
- **Method(s) of Instruction:**
 - Group presentations and plenary discussion

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Lesson 6 – *Gender relations in Argentina: history and identities*

- **Lesson Learning Objectives:**
 - To understand the relationship between Argentinian history and gender relations, particularly in the 20th and 21st Century.
 - To critically assess the hegemonic ideas of femininity and masculinity that circulate in Argentina's popular culture.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 7 – *Gender relations in Argentina: history and identities (cont.)*

- **Lesson Learning Objectives:**
 - To understand the relationship between Argentinian history and gender relations, particularly in the 20th and 21st Century.
 - To critically assess the hegemonic ideas of femininity and masculinity that circulate in Argentina's popular culture.
- **Method(s) of Instruction:**
 - Film and debate

Lesson 8 – *Gender relations in Argentina: history and identities (cont.)*

- **Lesson Learning Objectives:**
 - To understand the relationship between Argentinian history and gender relations, particularly in the 20th and 21st Century.
 - To critically assess the hegemonic ideas of femininity and masculinity that circulate in Argentina's popular culture.
- **Method(s) of Instruction:**
 - Guest speakers and group presentations

Lesson 9 – *The women's and feminist movements in Argentina*

- **Lesson Learning Objectives:**
 - To analyze the particularities of the feminist and women's movements in Argentina: their origins, their goals, their demands, their strategies.
 - To understand the relationships between the feminist and women's movements and other social movements.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 10 – *The women's and feminist movements in Argentina (cont.)*

- **Lesson Learning Objectives:**
 - To analyze the particularities of the feminist and women's movements in Argentina: their origins, their goals, their demands, their strategies.
 - To understand the relationships between the feminist and women's movements and other social movements.
- **Method(s) of Instruction:**

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- Film and debate

Lesson 11 – *The women's and feminist movements in Argentina (cont.)*

- **Lesson Learning Objectives:**
 - To analyze the particularities of the feminist and women's movements in Argentina: their origins, their goals, their demands, their strategies.
 - To understand the relationships between the feminist and women's movements and other social movements.
- **Method(s) of Instruction:**
 - Guest speakers and group presentations

Lesson 12 – *Policies towards gender and sexual equity in Argentina*

- **Lesson Learning Objectives:**
 - To review and analyze laws and public policies aimed at reducing gender imbalances and guaranteeing sexual and reproductive rights.
 - To critically assess the progresses and limitations of such laws and policies.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings
 - Use of online resources for accessing up-to-date statistics and laws

Lesson 13 – *Policies towards gender and sexual equity in Argentina (cont.)*

- **Lesson Learning Objectives:**
 - To review and analyze laws and public policies aimed at reducing gender imbalances and guaranteeing sexual and reproductive rights.
 - To critically assess the progresses and limitations of such laws and policies.
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings
 - Use of online resources for accessing up-to-date statistics and laws

Lesson 14 – *Policies towards gender and sexual equity in Argentina (cont.)*

- **Lesson Learning Objectives:**
 - To review and analyze laws and public policies aimed at reducing gender imbalances and guaranteeing sexual and reproductive rights.
 - To critically assess the progresses and limitations of such laws and policies.
- **Method(s) of Instruction:**
 - Guest speakers and group presentations

Lesson 15 – *Course Wrap Up*

- **Lesson Learning Objectives:**
 - To provide feedback on the course's topics, materials and teaching methods.
- **Method(s) of Instruction:**
 - Course Evaluation Form
 - Oral feedback session