

PROGRAMA PUENTE

GENDERS AND SEXUALITY IN 21ST CENTURY IN ARGENTINA

Class Meeting Information

16 Weeks long
3 hours per week

Course Description

Argentina entered the 21st Century immersed in an economic, political and social crisis that sparked new social movements and strengthened existing ones. The women's movement and the LGBT movement in Argentina have achieved legal successes during the first decades of the new millennium, including civil rights like same sex marriage, the possibility of legally changing gender identity and access to a wide range of sexual and reproductive rights. However, cultural changes are not always attuned to legal changes, and women and people who do not fit the heterosexual norm still face challenges when it comes to living the lives they choose, free from violence. The course will focus both on these achievements and these challenges. Sexualities are fluid, diverse, influenced by factors such as age, religious beliefs, local traditions, ethnic background, etc. All these will be explored throughout the course readings and activities.

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 and sexuality studies in all their diversity and complexity
- Identify the particular configurations of current gender and sexuality politics in Argentina

PROGRAMA PUENTE

- Relate the strategies and actions of social movements with successful legal, social and cultural changes
- Recognize the interrelation of issues of gender, sexuality, class, race, age and religion

Course Text or Online Resources

Required texts for this course are:

- **ARGENTINA – SOGI LEGISLATION COUNTRY REPORT**, produced by the International Human Rights Program, Faculty of Law, University of Toronto, 2012.
- **Corrales, Javier & Pecheny, Mario**, *The politics of Sexuality in Latin America*, Pittsburgh, University of Pittsburgh Press, 2010.
- **Barrancos, Dora**, "Problematic Modernity. Gender, sexuality and reproduction in Twentieth Century Argentina", *Journal of Women's History*, Vol. 18, N°2, 123-150, 2006.
- **Beckner, Linley**, *Sí, quiero: The Legalization of Same-Sex Marriage in Argentina*, Senior Thesis in International Relations, Mount Holyoke College, 2011.
- **Brown, Stephen**, " 'Con discriminación y represión no hay democracia': The Lesbian and Gay Movement in Argentina", *Latin American Perspectives*, Issue 123, Vol.29 No.2, 119-138, March 2002.
- **Corrales, Javier & Pecheny, Mario**, "Six Reasons Why Argentina Legalized Gay Marriage First", *American Quarterly*, 30 July, 2010.
- **Díez, Jordi**, "Explaining Policy Outcomes: The Adoption of Same- Sex Unions in Buenos Aires and Mexico City", *Comparative Political Studies*, 1-24, 2012.
- **Encarnación, Omar**, "Latin America's Gay Rights Revolution", *Journal of Democracy*, Vol. 22, N° 2, April 2011.
- **Gwendolyn Windpassinger**, "Queering anarchism in post-2001 Buenos Aires" in *Sexualities*, 13: 495, 2010.
- **International Gay and Lesbian Human Rights Commission**, "Argentina Adopts Landmark Legislation in Recognition of Gender Identity", *IGLHRC website*, 14 May, 2012.
- **Peralta, María Luisa**, "Reproductive Justice: A Useful Approach for Lesbian Families in Argentina to Bypass Legal Constrictions and Political Misunderstandings", *Center for Women Policy Studies*, 2012.
- **Steinhart et al**, "International networking for sexuality education: a politically sensitive subject", *Sex Education*, 2013.

Optional Text Resources (which may be assigned by your instructor):

- **Alonso, Viviana**, "Argentina: New Open-mindedness on Sexuality Has Its Limits", *Interpress Service News Agency*, 6 February, 2004.
- **Barrionuevo, Alexei**, "Argentina Faulted for Reproductive Policies", *The New York Times*, 10 August, 2010.
- **Drake, Carolina**, "What's It Like To Be Transgender in Argentina? Meet Artist Effy Beth", *Bustle.com*, 15 January 2014.
- **Dzodan, Flavia**, "Argentina's big step towards true sexual equality", *The Guardian*, 2 September, 2011.
- **Ring, Trudy**, "Argentina Passes Comprehensive Transgender Rights Law", *Advocate.com*, 11 May 2012.
- **Schweimler, Daniel**, "Argentina's discreet way with sex", *BBC News (online)*, 18 November, 2000.

PROGRAMA PUENTE

- **Valente, Marcela**, "Sex in the Classrooms – By Law", *Interpress Service News Agency*, 11 October, 2006.
- **Warren, Michael**, "Argentina Approves Transgender Rights Legislation, Makes Sex-Change Surgery A Legal Right", *Huffington Post online*, 5 October, 2012.

Evaluation and Grading

Evaluation of Student Performance

Class Attendance	20%
Participation	20%
Written Assignments	15%
Group Presentation	15%
Final Exam	30%
	<hr/>
	100%

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

PROGRAMA PUENTE

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

Lesson 1 – Sexualities and Genders in historical and cultural perspectives

• **Lesson Learning Objectives:**

- To become familiar with the historical nature of gender identities and sexual norms
- To recognize gender and sexuality as cultural constructions
- To become aware of and challenge one's own assumptions about gender and sexuality

• **Method(s) of Instruction:**

- Power point presentation

Lesson 2 – Sexualities and Genders in historical and cultural perspectives (cont.)

• **Lesson Learning Objectives:**

- To become familiar with the historical nature of gender identities and sexual norms
- To recognize gender and sexuality as cultural constructions
- To become aware of and challenge one's own assumptions about gender and sexuality

• **Method(s) of Instruction:**

- Review of Course readings
- Audiovisual materials

Lesson 3 – Sexualities and Genders in historical and cultural perspectives (cont.)

• **Lesson Learning Objectives:**

- To become familiar with the historical nature of gender identities and sexual norms
- To recognize gender and sexuality as cultural constructions
- To become aware of and challenge one's own assumptions about gender and sexuality

• **Method(s) of Instruction:**

- Group presentations and Plenary discussion

Lesson 4 – Being sexual in Argentina: education, expectations and realities

• **Lesson Learning Objectives:**

- To learn about the gendered expectations of sexual behavior in the country, and how these are influenced by factors such as religion, age, class, and place of residence
- To problematize the implications of these expectations: prevailing teen pregnancy, sexual violence, human trafficking, etc
- To assess the implementation of comprehensive sexuality education programs

PROGRAMA PUENTE

- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 5 – *Being sexual in Argentina: education, expectations and realities (cont.)*

- **Lesson Learning Objectives:**
 - To learn about the gendered expectations of sexual behavior in the country, and how these are influenced by factors such as religion, age, class, and place of residence
 - To problematize the implications of these expectations: prevailing teen pregnancy, sexual violence, human trafficking, etc
 - To assess the implementation of comprehensive sexuality education programs
- **Method(s) of Instruction:**
 - Power point presentation
 - Audiovisual materials

Lesson 6 – *Being sexual in Argentina: education, expectations and realities (cont.)*

- **Lesson Learning Objectives:**
 - To learn about the gendered expectations of sexual behavior in the country, and how these are influenced by factors such as religion, age, class, and place of residence
 - To problematize the implications of these expectations: prevailing teen pregnancy, sexual violence, human trafficking, etc
 - To assess the implementation of comprehensive sexuality education programs
- **Method(s) of Instruction:**
 - Guest speakers and plenary discussions

Lesson 7 – *Being sexual in Argentina: education, expectations and realities (cont.)*

- **Lesson Learning Objectives:**
 - To learn about the gendered expectations of sexual behavior in the country, and how these are influenced by factors such as religion, age, class, and place of residence
 - To problematize the implications of these expectations: prevailing teen pregnancy, sexual violence, human trafficking, etc
 - To assess the implementation of comprehensive sexuality education programs
- **Method(s) of Instruction:**
 - Group presentations and plenary discussions

Lesson 8 – *Challenging heteronormativity in Argentina: the LGBT movement*

- **Lesson Learning Objectives:**
 - To learn about the emergence of the LGBT movement in Argentina
 - To analyze the strategies that the movement has adopted in order to effect legal, social and cultural changes
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings

Lesson 9 – *Challenging heteronormativity in Argentina: the LGBT movement (cont.)*

- **Lesson Learning Objectives:**

PROGRAMA PUENTE

- To learn about the emergence of the LGBT movement in Argentina
- To analyze the strategies that the movement has adopted in order to effect legal, social and cultural changes
- **Method(s) of Instruction:**
 - Guest speakers and plenary discussion

Lesson 10 – Challenging heteronormativity in Argentina: Gay identities and experiences

- **Lesson Learning Objectives:**
 - To learn about the experiences of gay people in Argentina and the way they define their identities
 - To reflect upon the changes they have experienced as a result of the recent legal gains
- **Method(s) of Instruction:**
 - Review of Course readings
 - Guest speakers and plenary discussion
 - Audiovisual resources

Lesson 11 – Challenging heteronormativity in Argentina: Lesbian identities and experiences

- **Lesson Learning Objectives:**
 - To learn about the experiences of lesbians in Argentina and the way they define their identities
 - To reflect upon the changes they have experienced as a result of the recent legal gains
- **Method(s) of Instruction:**
 - Review of Course readings
 - Guest speakers and plenary discussion
 - Audiovisual resources

Lesson 12 – Challenging heteronormativity in Argentina: Trans identities and experiences

- **Lesson Learning Objectives:**
 - To learn about the experiences of transgender, transsexual and transvestite people in Argentina and the way they define their identities
 - To reflect upon the changes they have experienced as a result of the recent legal gains
- **Method(s) of Instruction:**
 - Review of Course readings
 - Guest speakers and plenary discussion
 - Audiovisual resources

Lesson 13 – Challenging heteronormativity in Argentina: Bisexual and intersex identities and experiences

- **Lesson Learning Objectives:**
 - To learn about the experiences of bisexual and intersex people in Argentina and the way they define their identities
 - To reflect upon the changes they have experienced as a result of the recent legal gains
- **Method(s) of Instruction:**

PROGRAMA PUENTE

- Review of Course readings
- Guest speakers and plenary discussion
- Audiovisual resources

Lesson 14 – *Politicizing sexuality in Argentina: the battles won and the challenges ahead*

- **Lesson Learning Objectives:**
 - To reflect upon the factors that have allowed Argentina to be a pioneer in the region in terms of gaining legal rights
 - To assess the limitations of these achievements and the need for further actions and changes
- **Method(s) of Instruction:**
 - Power point presentation
 - Review of Course readings
 - Group presentations and plenary discussion

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