

## **POL442: SEXUAL POLITICS IN LATIN AMERICA**

Winter 2018

“Revolutions can, and often have, begun with reading.” –Arundhati Roy

**Instructor:** Dr. Julie Moreau

**Email:** julie.moreau@utoronto.ca

**Class Time and Location:** Tuesdays, 4-6pm, BF 315

**Office hours:** Tuesdays, 12:30-1:30 or by appointment

**Office Location:** Sidney Smith Hall, room 3009

### **Course Description:**

This course explores sexual politics in Latin America, with a strong emphasis on sexual dissidence and queer issues. The course begins with an exploration of the historical construction of sexuality in Latin America. The second part of the course focuses on the politics of marriage. The final part of the course explores in-depth country case studies of queer politics. Students will write a final research paper comparing sexuality politics in two national contexts. By the end of the course, the students will be able to explain regional and national specificities of sexuality, as well as cross-national trends in sexual politics and mobilization.

### **LEARNING OBJECTIVES:**

#### **Professionalism: Attendance and Active Participation:**

- To actively engage with colleagues and discuss abstract concepts and connect them to empirical examples

#### **Oral Presentation and Collaborative Skills:**

- To practice oral presentation and group work

#### **Critical Thinking and Writing Skills:**

- To critique Euro-centric models of sexuality
- To expand students' knowledge and understanding of sexuality-based issues and activism

### **ASSESSMENT OF LEARNING OBJECTIVES**

#### **1) Professionalism: Attendance and Active Participation**

##### **a) Mandatory Office Hours Consultation x2 (5%)**

All students are welcome to come by my office hour at any point in the semester. However, each student *must* schedule and attend two 10-minute consultations with me during office hours (or by appointment if the student has semester-long time conflict). The first consultation must take place before week 7 and the second must take place before week 11. For the second consultation, the student should be prepared to substantively discuss their final paper.

##### **b) Attendance (10%)**

This is a discussion-based class. Attendance and active participation in class are required. I will take attendance each session. You have 1 excused absence, meaning no explanation is required for these absences and no penalty will be levied against your grade. For this reason, please do not email me to explain your absence.

#### **2) Oral Presentation and Collaborative Skills**

##### **a) Précis x10 (10%)**

The remainder of your attendance/participation grade comes from my assessment of your active engagement with course materials and your peers. The most important way to earn participation points is by bringing a 5 sentence précis for EACH article or chapter to class with you (typed, Times New Roman font; you should fit all précis on one page of paper). We will look at an example of a précis in class together during week 1. A précis is due for each reading for weeks 2-12. You get one excused “miss” for a total of 10 précis assignments. I will randomly call on three students each week to read their précis to the class to start our discussion. Because the purpose of this assignment is to prepare of us class discussion, no late précis are accepted under any circumstances. If participation in class discussions is difficult for you, come see me during my office hours.

#### Elements of a Précis

1<sup>st</sup> sentence: One sentence including the author’s name and title of the piece, describing what the piece is about and situating it in time and place.

2<sup>nd</sup> sentence: One sentence using a verb such as “assert,” “argue,” “deny,” “refute,” “prove,” “disprove,” “explain,” etc. and a *that* clause containing the major claim (thesis statement) of the work.

3<sup>rd</sup> sentence: One sentence listing the supplementary arguments of the piece (separate each argument with a semi colon)

4<sup>th</sup> sentence: One sentence critique of the author/authors’ argument, methodology or theoretical approach.

5<sup>th</sup> sentence: A question you have about reading for class discussion

#### **b) Seminar recap (15%)**

Beginning week 2, 1-3 students (depending on enrollment) are responsible for taking notes on class discussion and converting them into a 2-page summary (Times New Roman, double-spaced) of the seminar discussion. At the next meeting, students will present their recap to the class, and then make any corrections/additions their colleagues suggest before posting the final draft to Blackboard by Friday of that week at 5pm. Because the purpose of this assignment is to prepare of us class discussion, no late recaps are accepted under any circumstances.

### **3) Critical Thinking and Writing Skills**

#### **a) Synthetic Midterm Essay (25%)**

For this assignment, students will submit a synthetic argumentative essay as their midterm in response to a prompt. The prompt will appear on the course website. You must advance an argument that is clear and coherent and supported by evidence from at least six (6) course texts. In other words, you must paraphrase and directly quote the readings. The essay must be organized and demonstrate college-level writing (use spellcheck). The grading rubric for this assignment is posted on Blackboard. You must grade yourself and attach this rubric to your essay. If no rubric is attached, I will not grade the paper. The essay should be 6-7 pages, size 12 new roman font. Late essays are penalized 20%. See due dates on the syllabus.

#### **b) Research Paper (35%)**

The aim of this assignment is to provide students the opportunity to do original research on sexual politics in Latin America. The research paper will be composed of the following sections: introduction, literature review, methodology, theoretical framework, a comparison of two case studies, and a conclusion. The grading rubric for this assignment is posted on Blackboard. You must grade yourself and attach this rubric to your essay. The paper should be approximately 15 pages, size 12 new roman font. Late essays are penalized 20%. See due dates on the syllabus.

## **COURSE POLICIES**

### **CLASSROOM ENVIRONMENT**

Ideas about what constitutes the best kind of learning environment for students are always changing. However, I strive to create a classroom environment of mutual respect and intellectual consideration. We depend on each other to show up, do the work, and support each other in this endeavor.

## GRADES

Please do not email me regarding grades. I will not send you your grades via email. If you are concerned about your status in the course, come see me during office hours. The grading scheme, determined by the University, is as follows:

Letter Grade	Grade Point Value	Percentage
A+	4.0	90 - 100%
A	4.0	85 - 89%
A-	3.7	80 - 84%
B+	3.3	77 - 79%
B	3.0	73 - 76%
B-	2.7	70 - 72%
C+	2.3	67 - 69%
C	2.0	63 - 66%
C-	1.7	60 - 62%
D+	1.3	57 - 59%
D	1.0	53 - 56%
D-	0.7	50 - 52%
F*	0.0	0 - 49%

## REQUIRED TEXTS

There is no textbook. Readings are available online through the course website. All reading assigned for a given date should be completed BEFORE arriving to class.

## COURSE WEBSITE

You can access the course website by logging into the University of Toronto's Portal ([portal.utoronto.ca](http://portal.utoronto.ca)). Once you are logged in, if you are registered in the course on ROSI, you should see SDS380H1 listed under "My courses." Simply click on that link to access the course website. This website plays a central role in the functioning of the course, and you are therefore strongly advised to visit it frequently. Important administrative and other announcements will be posted on it regularly, and it will also feature links to documents and readings required for the course.

## EMAIL

There are many of you. There is one of me. If you have a question, please try to come visit me during office hours. If you are absent, please do not email me to ask what you missed or to explain why you could not attend. If you must email, please also put Sexual Politics in Latin America in the subject line. I do not answer e-mails on evenings or weekends. This means there may be a delay in my responding to you. This is a funny but informative link about how and how not to email your professors: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

## LATE WORK

Late essays and assignments receive a one-time penalty of 20%. This excludes "Oral Presentation and Collaborative Skills" assignments for which no late work will be accepted.

Only valid and documented reasons (such as severe illness or death of a close relative) will be accepted for late submission of assignments or for requests to write a make-up assignment. Requests due to work overload

(either university-related or extra-curricular) will not be accepted. Please be advised that computer problems (such as crashes, viruses, corrupted disks, etc.) will not be accepted as grounds for extensions. Make sure you back up your work in reliable media often and avoid leaving work to the last minute to prevent problems.

If you foresee problems with meeting the deadline and you have documentation, please contact the instructor as soon as possible. Do not wait until the due date has passed to contact me. If you have to miss the final exam for a valid and documented reason, contact your College Registrar's Office as soon as possible.

## RESOURCES

<https://library.barnard.edu/find-books/guides/SPAN/SPANX3510001>

<http://www.worldbank.org/en/news/video/2014/02/06/video-event-sexual-minorities-development-latin-america>

## UNIVERSITY POLICIES

### ACADEMIC INTEGRITY

Please note that plagiarism is an extremely serious academic offence and will be dealt with accordingly. For further clarification and information on plagiarism and how to avoid it, please see the University of Toronto's policy at [www.utoronto.ca/writing/plagsep.html](http://www.utoronto.ca/writing/plagsep.html). Academic integrity is fundamental to learning and scholarship at the University of Toronto. Familiarize yourself with the University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rulebook for academic behaviour at the U of T, and you are expected to know the rules. You should also consult [www.artsci.utoronto.ca/osai/students](http://www.artsci.utoronto.ca/osai/students) for further information on academic integrity at the University of Toronto.

Students are strongly encouraged to explore the numerous resources available at the "Writing at the University of Toronto" website at [www.utoronto.ca/writing](http://www.utoronto.ca/writing).

### ACCESSIBILITY

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

### RELIGIOUS ACCOMMODATIONS

If you require accommodation regarding assignment deadlines or other course requirements due to religious observance, please come see me within the first three weeks of class.

### ILLNESS OR MEDICAL INJURY FORMS

If you anticipate that you will not be able to complete coursework on time, please come see me. The University suggests that I require written documentation of illness or injury to excuse late work, so I am going to try that for now. "The Verification of Student Illness or Injury" is the new official University of Toronto form for all students who are requesting special academic consideration based on illness or injury. This form replaces the "Student Medical Certificate." Here are the types of medical documentation deemed "official" by the Faculty of Arts and Science:

***U of T Verification of Illness or Injury Form:*** This form, available to students online ([www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca)), is restricted to a select group of medical practitioners, and provides responses to the relevant questions about the absence.

***Student Health or Disability Related Certificate:*** A streamlined variant of the U of T Verification of Illness or Injury Form provided by our own internal doctors who can vouch for health problems without so many details.

***A College Registrar's Letter:*** This is a letter that only senior College Registrarial staff are authorized to write. It should identify itself as a "College Registrar's Letter." You should trust it as equivalent to the UofT Verification of Illness or Injury Form, reflecting the judgment and experience of the senior staff whom the

Faculty of Arts and Science has designate for this purpose. Such a letter is likely when the student has extensive personal difficulties or when a situation or condition affects a number of courses.

**Accessibility Services Letter:** This sort of letter may address needed accommodations or document on-going disability issues that have made absence or lateness unavoidable. Instructors should assume students presenting such a letter are being advised by AccServ staff on managing their workload appropriately. (See Section 13 – Accessibility/Disability Issues in the Academic Handbook for Instructors).

## SCHEDULE OF READINGS\*

\*Subject to change

### Unit I: Foundations

#### Week 1 (1/9): Introduction

Corrales, Javier and Mario Pecheny. 2010. “Introduction: The Comparative Politics of Sexuality in Latin America.” Pp. 1- 32 in *The Politics of Sexuality in Latin America: A Reader on Lesbian, Gay, Bisexual, and Transgender Rights*, edited by Javier Corrales and Mario Pecheny. Pittsburgh: University of Pittsburgh Press.

Babb, Florence E. 2015. “Sexualities in Latin America and the Caribbean.”

Corrales, Javier. 2015. “The Politics of LGBT Rights in Latin America and the Caribbean: Research Agendas.” *European Review of Latin American and Caribbean Studies*, 100 (December): 53-62.

Garcia, Lorena and Lourdes Torres. 2009. “New Directions in Latina Sexualities Studies.” *NWSA Journal* 21(3): pp. vii-xvi.

Kulick, Don. 1997. “The Gender of Brazilian Transgendered Prostitutes.” *American Anthropologist* 99 (3), pp. 574-585.

In-class: Discussion of course expectations and précis. Sign up for seminar recap assignment.

#### Week 2 (1/16): Sexuality in Colonial Latin America

**\*\*Précis DUE\*\***

Various. 2003. “Introduction,” “Chapter 1,” “Chapter 2,” and “Chapter 3.” In *Infamous Desire: Male Homosexuality in Colonial Latin America*, edited by Pete Sigal. Chicago: University of Chicago Press.

In-class: Sharing of précis. Students take notes on discussion for next week.

#### Week 3 (1/23): The State

**\*\*Précis DUE\*\***

Htun, Mala. 2003. “Chapter 1,” “Chapter 2,” and “Chapter 6.” In *Sex and the State*. New York: Cambridge University Press.

In-class: Recap #1

Presenter 1:

Presenter 3:

Presenter 2:

#### **Week 4 (1/30): Neoliberalism & Development**

##### **\*\*Précis DUE\*\***

Pecheny, Mario. 2013. "Sexual Politics and Post-Neoliberalism in Latin America." *Scholar and Feminist Online* 11(2).

Lind, Amy. 2009. "Governing Intimacy, Struggling for Sexual Rights: Challenging heteronormativity in the global development industry." *Development* 52(1): 34-42.

Tyburczy, Jennifer. 2016. "Sex Toys after NAFTA: Transnational Class Politics, Erotic Consumerism, and the Economy of Female Pleasure in Mexico City." *Signs: Journal of Women in Culture and Society* 42(1): 123-152.

In-class: Recap #2

Presenter 1:

Presenter 3:

Presenter 2:

#### **Week 5 (2/6): Publics**

##### **\*\*Précis DUE\*\***

Friedman, Elisabeth Jay. 2017. "Introduction," Chapter 1, Chapter 4, Chapter 5. In *Interpreting the Internet: Feminist and Queer Counterpublics in Latin America*. University of California Press.

In-class: Recap #3

Presenter 1:

Presenter 3:

Presenter 2:

#### **Unit 2: Marriage**

#### **Week 6 (2/13): Marriage in Colonial Latin America**

##### **\*\*Précis DUE\*\***

Lavrin, Asunción. 1989. "Introduction," "Sexual Witchcraft," "Acceptable Partners," and "Divorce in Colonial Brazil." *Sexuality and Marriage in Colonial Latin America*. University of Nebraska Press.

In-class: Recap #4

Presenter 1:

Presenter 3:

Presenter 2:

**READING WEEK: NO CLASS**

**Week 7 (2/27): Marriage in Transnational Perspective**

**\*\*Synthetic Essays Due in Class\*\***

**\*\*Précis DUE\*\***

Hirsch, Jennifer S. 2003. "Introduction," "Chapter 2," and "Chapter 3." In *A Courtship after Marriage: Sexuality and Love in Mexican Transnational Families*. Berkeley: University of California Press.

In-class: Recap #5

Presenter 1:

Presenter 3:

Presenter 2:

**Week 8 (3/6): Politics of Same-sex Marriage**

**\*\*Précis DUE\*\***

Diez, Jordi. 2015. "Chapter 1," "Chapter 2," and "Chapter 3." In *The Politics of Gay Marriage in Latin America: Argentina, Chile, and Mexico*. Oxford: Oxford University Press.

In-class: Recap #6

Presenter 1:

Presenter 3:

Presenter 2:

**Unit 3: Queer Politics**

**Week 9 (3/13): Brazil**

**\*\*Précis DUE\*\***

De La Dehesa, Rafael. 2010. "On Sexual Subjects and Public Spheres," "Occupying the Partisan Field," and "Brazil without Homophobia, A Technocratic Alternative to Political Parties." In *Queering the Public Sphere in Mexico and Brazil*. Durham, NC: Duke University Press.

In-class: Recap #7

Presenter 1:

Presenter 3:

Presenter 2:

**Week 10 (3/20): Cuba**

**\*\*Précis DUE\*\***

Stout, Noelle. 2014. "Introduction," "Chapter 1," and "Chapter 2." In *After Love: Queer Intimacy and Erotic Economies in Post-Soviet Cuba*. Durham: Duke University Press.

In-class: Recap #8

Presenter 1:

Presenter 3:

Presenter 2:

### **Week 11 (3/27): Argentina**

**\*\*Précis DUE\*\***

Edwards, Matthew J. 2017. "Chapter 1," "Kiss of the Spider Woman," and "The Queer Consumption." In *Queer Argentina: Movement Towards the Closet in a Global Time*. Palgrave Macmillan.

In-class: XXY (2007)

### **Week 12 (4/3): Nicaragua**

**\*\*Précis DUE\*\***

Howe, Cymene. 2013. "The Struggle," "Pride and Prejudice" and "Mediating Sexual Subjectivities." In *Intimate Activism: The Struggle for Sexual Rights in Post Revolutionary Nicaragua*. Durham, NC: Duke University Press.

In-class: Recap #9

Presenter 1:

Presenter 3:

Presenter 2:

### **Study Break/Finals Week**

**\*\*Research Paper Due via email by 5pm on 4/17\*\***

NO CLASS