

SPAN-UA 9481/SCA-UA 9844

Spring 2019

Queer Cultures and Democracy

Instructor Information

- Mariano López Seoane, PhD.
- NYU BA, Anchorena 1314
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- Wed 1:45pm - 4:45pm
- mls379@nyu.edu

Course Information

- **SPAN-UA 9481/SCA-UA 9844**
- Queer Cultures and Democracy
- In the last ten years, several Latin American nations have witnessed decisive progress in the legal recognition of non-normative sexualities and gender identities. Argentina passed the same-sex marriage law in 2010 and the gender identity law in 2011, followed by Uruguay in 2013; Colombia also approved the legal recognition of same sex couples, and in Mexico, Cuba, Brazil, the pressure of queer demands and visibility in the public sphere is stronger than ever. The conventional map of “advanced democracies” crafting models of democratization that could be exported to less developed nations seems definitely challenged: a new understanding of the complex, and multiple temporalities of queer cultures in North and South America is more necessary than ever. In order to explore this rich and multi-layered landscape, this course wants to trace and reconstruct the historical detours of queer cultures in Buenos Aires and New York as cities that epitomize queer struggles in Argentina and the US. Taking as starting point the present context of growing acceptance and inclusion of queer citizens both in Latin America and the US, the course revisits the last three decades in order to question the dominant and frequently reductive narratives of steady, lineal progress. This class is aimed at developing an understanding of the nuances and contradictions of this complex historical transformation.
- Wed 1:45-4:45
 - Room: Borges

Course Overview and Goals

Upon Completion of this Course, students will be able to:

- Elaborate critical perspectives on the historical transformations of queer urban cultures in the last four decades within a comparative, hemispheric frame
- Provide critical tools to analyze and interpret the relations between culture, politics and sexuality
- Criticize and complicate the assumptions about historical progress and modernization that have shaped the relations between North American and South American cultural imaginaries
- Develop research skills in social and cultural studies such as archival research, interview, field report, etc.

Course Requirements

Attendance and Class Participation

Attendance is required to each class. Should an absence be unavoidable, make every effort to let your instructor know in advance. Late arrivals and early departures disrupt the flow of class and are unacceptable

Regardless of the nature of your absence, you will be held responsible for all work missed as well as for that which is due the following class (including preparation for exams). This means that if you are absent, it is your responsibility to show your instructor the homework due on the day(s) that you missed as well as the one due on the day you are in class.

For each day of class you will earn a maximum of 10 points for participation in all aspects of the class. If you are absent, you cannot participate and will not receive the points for that day. You will receive a participation grade report every four or five weeks. Every late arrival or early departure will be penalized -4 points.

Class participation is a key element in learning, and is also a very important factor in your grade. Participation refers to your attendance, preparation, and contribution to the class activities. Participation means voluntary contribution to the class—do not wait to be asked. Your contributions should be informed and reflect that you have studied the material.

Three short essays

You will be asked to write 3 brief (4 pages, double-spaced, TNR 12) essays during the semester. They will be responses to the readings and materials discussed in class. In these essays you will be expected to reflect on the readings and connect them to the topics and concepts discussed in class. Written assignments must be handed in in class; they should be typed and double-spaced. Late or incomplete homework will NOT be credited

Research-based group reports in class

Students will form groups to conduct research using local resources and archives but also interviewing local activists and scholars. After doing their research they will be asked to report in class what they have learnt and to present their conclusions in a group presentations. These group presentations are expected to include audiovisual materials, interviews, images, charts, maps, and all supporting material the groups prepare. The presentation should offer to the class an original and not discussed before approach to the topic at hand. The instructor will meet with the groups before the presentations take place to help them plan them accordingly.

Final essay

10 to 12 pages final essay on a topic chosen by the student in conversation with the instructor.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Participation and preparation	20%
Group presentation	20%
Written assignments	40%
Final exam	20%

Letter Grades

Letter grades for the entire course will be assigned as follows:

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74

A	100-94
C-	73-70
D+	69-67
D	66-65
F	below 65 F

Grade A:

All requirements are met. Interesting content and presentation; ideas developed with sufficient examples; substantive, thorough development of thesis, relevant to assigned topic. Supports ideas with specific, appropriate evidence. The student writes comprehensive essays / exam questions and his /her work shows strong evidence of critical thought and reading.

Appropriate level of complexity in syntax with very few errors, if any. Excellent use of preterit/imperfect, indicative/subjunctive, verb/subject agreement, verb sequence, number and gender agreement, prepositions, etc.

Logical progression of ideas with well-executed transitions, fluent expression, ideas clearly stated, succinct, cohesive. The writer arranges the details supporting the topic sentences and the paragraphs supporting the thesis in a logical and orderly sequence. Sentence structure is fluid.

Uses appropriate and varied vocabulary, sophisticated range, effective word/idiom choice and usage, English influence not apparent.

Written works: Correct spelling (including accents) and punctuation. Composition typed with correct format as specified.

Oral: Fluent according to the level.

Grade B:

The student shows a good understanding. Interesting content; adequate range. Could improve with the addition of several sentences or paragraphs. Effective but simple syntax, minor problems in complex constructions, several errors of agreement, tense, mood, word order, but meaning seldom obscured.

Logical progression of ideas but often lacks transitions. Loosely organized but main ideas stand out, logical but incomplete sequencing

Vocabulary: Adequate range with some variety; occasional errors of word, form, choice, usage, but meaning not obscured.

Occasional errors of punctuation, capitalization, paragraphing, spelling. Errors of pronunciation don't affect comprehensibility.

Grade C:

Work is acceptable and shows a basic grasp of the research problem.

Errors frequently affect comprehensibility. Problems in complex constructions, tense, agreement, word order, articles, pronouns and prepositions. Some control of basic

structures, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic transitions. The work fails to organize findings coherently and is in need of improvement. Non-specific vocabulary. Word repetitions, false cognates. Errors of punctuation, capitalization, paragraphing, spelling. Some English spelling. Frequent errors of pronunciation affect comprehensibility.

Grade D:

The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research. Inadequate development of topic, redundancy, shift in point of view, points not sustained or not fully developed. Details do not support ideas. Short. Errors affect comprehensibility. Very little control of basic structures, frequent problems in simple and complex constructions, tense, agreement, word order, articles, pronouns, and prepositions. Gaps in logic or no transitions, somewhat choppy; illogical sentence structure, ideas disorganized; examples, details, explanation follow an illogical order. Lack of variety in word choice, frequent errors of word, form, choice, usage, meaning confused or obscure. Problems with ser/estar, por/para, false cognates, etc. Literal translations. Numerous errors of punctuation, capitalization, paragraphing. Numerous English spelling. Numerous errors of pronunciation affect comprehensibility

Grade F

Cursorry; gives the impression of writing just to complete the assignment. Little substance, no development of topic, directions not followed. Too short. Message is largely incomprehensible due to inaccurate grammar which alters or obscures it. Reader must know English to comprehend much of the message. Disorganized; appears to have been written as thoughts occurred to the writer, non-fluent, ideas confused or disconnected, lacks logical sequencing and development. Few, if any logical connections. Only elementary vocabulary. Use of words in English. Numerous and serious errors of pronunciation affect comprehensibility.

View Grades

Grades will be available through Albert.

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due
Week 1 Wednesday, Feb 6th	Intro to Queer theory	Readings: Butler, Judith. <i>Gender Trouble</i> (selection) Sedgwick, Eve, <i>Epistemology of the Closet</i> (selection)	

Week/Date	Topic	Reading	Assignment Due
		<p>Muñoz, José – <i>Cruising Utopias</i> (introduction)</p> <p>Jakobsen, J and Pellegrini, Ann, <i>Love the Sin. Sexual Regulation and the Limits of Religious Tolerance</i> (introduction)</p> <p>butlerbrazil</p> <p>brazilexhibition</p> <p>weddingcake</p>	
<p>Week 2 Wednesday, Feb 13th</p>	<p>Readings and Films on Queer History (NYC)</p> <p>How we build a queer archive?</p>	<p>Duberman, Martin. <i>Stonewall</i>. Films and documentaries on Stonewall: how do we reconstruct queer history? <i>Stonewall</i>, by Roland Emmerich <i>The Life and Death of Marsha P. Johnson</i>, by David France</p> <p>Marshall, D, Murphy, K, and Tortorici, Z, “Queering Archives, Historical Unravelings” Foucault, Michel. “The Lives of Infamous Men” Foucault</p>	
<p>Week 3 Wednesday, Feb 20th</p>	<p>Reconstructing LGBTQ History in Argentina:</p>	<p>Frente de Liberación Homosexual. “Sexo y Revolución”.</p> <p>Perlongher, Néstor. “Historia del Frente de Liberación Homosexual en Argentina”. (selection).</p> <p>Rapisardi, Flavio y Alejandro Modarelli. “Fiestas, baños y exilios”</p> <p><i>Un puto inolvidable. Vida de Carlos Jáuregui</i> (documentary) by Lucas Santa Ana</p> <p>Suggested reading: Palmeiro, Cecilia. <i>Desbunde y felicidad</i>.</p>	<p>Interviews to Argentine activist from the 60s (FLH) (Additional material: marcha)</p> <p>Research: Archivo de la Memoria Trans + Interview with Gustavo Pecoraro on Carlos Jáuregui</p>

Week/Date	Topic	Reading	Assignment Due
Week 4 Wednesday, Feb 27th	Class Discussion: Literature	Puig, Manuel. <i>Kiss of the Spider Woman</i> .	1 st short essay due: "Politicization of Homosexuality, North /South" Report in class: First activists in Argentina + Archivo de la Memoria Trans Written response on NYU Classes Forum. Due before class.
Week 5 Wednesday, March 6th	NO CLASSES	MAKE UP: LECTURES SERIES: Tuesday 03/12. LECTURE SERIES: TBA	
Week 6 Wednesday, March 13th	Lesbian Sociabilities	Gallo, Marcia – "Winds of Change: The Daughters of Bilitis and Lesbian Organizing" Guest Lecturer: Andrea Lacombe: "Lesbian Sociabilities in Buenos Aires, 1950-1980" Molloy, Sylvia. <i>En breve cárcel</i>	Homework: Interview with lesbian activists (BA) Research HerStory Archive (NY)
Week 7 Wednesday, March 20th	Hiv, aids and a new logic of activism	Reading: Gould, D. "Moving Politics: Emotions and ACT UP's Fight against AIDS" Documentary: <i>United in Rage</i> Selections from <i>How to Survive a Plague</i> and <i>120 Beats per Minute</i> (in class)	Report in class: Lesbian activism in the South 2 nd short essay due: "Topographies of Lesbian Desire"

Week/Date	Topic	Reading	Assignment Due
<p>Week 8 Wednesday, March 27th</p>		<p>Douglas Crimp. <i>AIDS: Cultural Analysis, Cultural Activism</i> (selection) Susan Sontag. <i>AIDS and its Metaphors</i> (selection). Copi "Una visita inesperada"</p>	<p>Homework: Research on Luis Frangella and David Wojnarowicz in NYC and Buenos Aires.</p>
<p>Week 9</p>	<p>SEMESTER BREAK</p>	<p>APRIL 1- APRIL 7</p>	
<p>Week 10 Wednesday, April 10</p>	<p>Hiv, aids and a new logic of activism</p>	<p>Wojnarowicz, D., <i>Close to the Knives</i> <i>Brush Fire in the Social Landscape</i> Lecture by art critic in class</p>	<p>Report in class:</p> <p>Act Up archives Art and Activism in NYC and Buenos Aires in the 80s: David Wojnarowicz and Luis Frangella</p> <p>Homework: Interview with artists that participated in the 90s scene in BA.</p>
<p>Week 11, April 17th</p>	<p>Hiv, aids and a new logic of activism</p>	<p>The 90s in BA and the "Centro Cultural Rojas": Ursula Dávila-Villa "Recovering Beauty: the 90s in Buenos Aires" Inés Katzenstein, "Avatars of Art in Argentina in the 90s" Jorge Gumier Maier: "Avatars of Art", "El Rojas" and "The Tao of Art"</p>	<p>Report in class: El Rojas and "gay" art</p>

Week/Date	Topic	Reading	Assignment Due
		Guest Lecturer: Francisco Lemus	
Week 12 Wednesday, April, 17th	Cultural Activism: Drag Culture	Viewing: Livingston, J. <i>Paris is Burning</i> (documentary) Readings: Butler, Judith. <i>Undoing Gender</i> (selection); <i>Bodies that Matter</i> (selection).	3rd Short Paper due [on hiv and new logics of activism, Wojna/Frangel la, documentales, etc]
Week 13 Wednesday, April 24th	Trans Communities and Subjectivities	Reading: Stryker, Susan. intro to <i>Transgender Studies Reader</i> Documentary: Aikin, S and Aparicio, C. <i>The Salt Mines</i> Guest Lecturer in NYC: Josefina Fernández on trans and travesti activism in Buenos Aires	
Week 14 Friday, May 3rd	Trans Communities and Subjectivities	Chronicles: Monalisa Ojeda, Ivan. "La última nota, forever" Menstrual, Naty. <i>Continuadísimo</i> Documentary: Tauli, Juan. <i>T</i> Visit of the director to the BA site	
Week 15 Wednesday, May 8th	Legal Recognition and Queer Cultures	Bimbi, Bruno. <i>Matrimonio igualitario</i> (selection) Conrad, R. <i>Against Equality: Queer Critiques of Gay Marriage</i> Schulenberg, S. "The Construction and Enactment of Sex Marriage in Argentina" "Somos tres mujeres muy unidas", spot Argentine government, 2014	
Week 16 FINAL Wednesday,	Discussion of Final Projects	Final essay due: May 22nd	

Week/Date	Topic	Reading	Assignment Due
May 15th			

Tests and Quizzes

- Dates of presentation and exams TBD the first day of class

Course Materials

Required Textbooks & Materials

- Bimbi, Bruno. *Matrimonio Igualitario*. Buenos Aires: Planeta, 2011.
- Butler, Judith. *Undoing Gender*. New York: Routledge, 2004.
- Butler, Judith, *Bodies that Matter*. New York: Routledge, 2011.
- Cesatti, Rodolfo -- *Putos Peronistas, cumbia del sentimiento* (Documentary)
- Copi, *Una visita inesperada*. Special Translation made for the course.
- Crimp, Douglas. *AIDS: Cultural Analysis, Cultural Activism*. Cambridge: The MIT Press, 1988.
- Duberman, Martin, *Stonewall*. New York: Dutton, 1993.
- Freeman, Elizabeth *Time Binds. Queer Temporalities, Queer Histories*. Durham: Duke University Press, 2010.
- Frente de Liberación Homosexual. "Sexo y Revolución". Mimeo. 1971.
- Gould, D. *Moving Politics: Emotions and ACT UP's Fight against AIDS*. Chicago: University of Chicago Press, 2009.
- Hubbard, Jim – *United in Anger. A History of Act Up* (Documentary)
- Leavitt, David. *Family Dancing*. New York: Bloomsbury, 2014.
- Menstrual, Naty. *Continuadísimo*. Buenos Aires: Eterna Cadencia, 2008.
- Monalisa Ojeda, Ivan. *La misma nota, forever*. Santiago de Chile: Sangría, 2015.
- Palmeiro, Cecilia. *Desbunde y felicidad*. Buenos Aires: Título, 2011.
- Perlongher, Nestor, "Historia del Frente de Liberación Homosexual en Argentina", en *Prosa Plebeya*. Buenos Aires: Colihue, 1996.
- Perlongher, Néstor. "El fantasma del sida", en *Prosa Plebeya*. Buenos Aires: Colihue, 1996.
- Pichon Riviere, Rocío – *Conceptos en el corpiño* (Documentary)
- Puig, Manuel. *Kiss of the Spider Woman*. New York: Vintage, 1991.
- Quiroga, José, *Tropics of Desire*. New York: NYU Press, 2000.
- Rapisardi, Flavio y Alejandro Modarelli, *Fiestas, baños y exilios*. Buenos Aires: Sudamericana, 2001.
- Sedgwick, Eve, *Epistemology of the Closet*. Berkeley: University of California Press, 2008.
- Sontag, Susan. *AIDS and its Metaphors*. New York: Picador, 2001.

Optional Textbooks & Materials

- Insert optional textbook or material name
- Insert optional textbook or material name

Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

- NYU's Global Programs (including NYU Buenos Aires) must adhere to a **strict policy regarding course attendance. No unexcused absences are permitted.**
- Each unexcused absence will be penalized by deducting 1% from the student's final course grade.
- Absences are only excused if they are due to illness, religious observance or emergencies.
- Absences due to illness or mental health issues must be discussed with the Assistant Director for Academic Programs, Moira Pérez **within one week** of your return to class.
- A doctor's note excusing your absence is mandatory.
- **The date on the doctor's note must be the date of the missed class or exam**
- Being absent to any kind of examination must be informed at or before the time of said examination via email to the Assistant Director for Academic Programs, Julia Tomasini, jt145@nyu.edu.
- Requests to be excused for non-illness purposes must be discussed with your professors prior to the date(s) in question. (If you want the reasons of your absence to be treated confidentially and not shared with your professor, please contact the Assistant Director for Academic Programs, Julia Tomasini, jt145@nyu.edu).
- If students have more than four unexcused absences, they will fail the course.

- Each class lasts one hour and half or two hours. **Missing one class represents one absence. For those courses that meet once a week (three-hour block), missing one class represents two absences.**
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or early departures (10 minutes after the starting time or before the ending time) will be considered one absence. Missing more than 20 minutes of a class will count as a full absence.
- Please note that for classes involving a **field trip or other external visit**, transportation difficulties are never grounds for an excused absence. It is the student's responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Make-up classes for Holidays are mandatory as regular scheduled classes.
- Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Late Assignment

- No make-up tests will be given. Be sure to attend class on the day of the presentations. Under no circumstances is a student permitted to take an exam before the day it is scheduled; this includes the final exam and the compositions. You are advised to make travel plans accordingly. Final Exam dates cannot be changed under any circumstance.
- Unexcused absences from exams are not permitted and will result in failure of the exam. Written work due in class must be submitted during the class time to the professor.
- Work submitted within 2 days after the submission time without an agreed extension receives a penalty of 10 points on the 100-point scale. Written work submitted after 2 days after the submission date without an agreed extension fails and is given a zero.

Academic Honesty/Plagiarism

- Academic Integrity is intimately related to the teaching and learning process. Especially in acquiring skills in a foreign language, what matters is not "perfection" as much as

each student's natural, authentic expression in and use of the new language. Objectives for the learning process are set in accord with what would be expected for foreign speakers' levels, not with "perfect" use. This is why it is so important that the work you do for your language class – organizing, writing, and rewriting compositions, as well as preparing oral presentations and homework – be your own, done without the help of others. This includes tutors, friends, family members, and on-line tools as well. The use of electronic translators and the excessive use of dictionaries are counter-productive for the learning process and hence must be avoided (unless otherwise indicated by your professor).

- When writing research papers, you need to keep in mind that plagiarism also includes presenting and/or paraphrasing discourse or ideas from a published work (in print or on internet) without quotation marks and clear acknowledgment of the original source. For formatting in your papers, refer to MLA guidelines.
- On matters regarding academic integrity, refer to the section "[Academic Standards and Discipline](#)" in the College of Arts and Science Bulletin and to "[Statement on Academic Integrity](#)" in NYU Expository Writing Program: Policies and Procedures.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Mariano López Seoane earned a Ph. D. in Latin America Literature from New York University in 2010. He currently teaches Latin American literature and cultural studies at NYU and UNTREF, where he developed the Masters Program on Gender Studies and Policy. He is also the academic coordinator of the Research Centre for Gender and Sexuality at UNTREF. His current research areas focus on the cultures of sexual dissidence and queer studies as well as on drug culture in Latin American literature and the arts. Among his more recent publications: "Metonimia y constelación: el arte latinoamericano frente a la narcomáquina" (in Argentine journal *def-ghi*), and "La imposibilidad de ser fiel: Victoria Ocampo y la traducción" (in Argentine magazine *Cuadernos del Sur*).