

SPAN-UA 9481/SCA-UA 9844

Spring 2021

Queer Cultures and Democracy

Instructor Information

- Cecilia Palmeiro, PhD.
- NYU BA, Anchorena 1314
- Tuesdays-Thursdays 2pm- 3:15pm
- Cp77@nyu.edu

Course Information

- **SPAN-UA 9481/SCA-UA 9844**
- Queer Cultures and Democracy
- In the last 5 years the Americas have experienced a neoconservative turn that threatens to question and in some cases reverse the climate of growing acceptance and social and political recognition of women and the LGBTQI community. Argentina, Brazil, and the US, to name only a few countries, have witnessed an outbreak of public discourses advocating for a return to a so-called “natural order” and an increase in verbal and physical attacks towards the most marginalized groups within the queer communities. These are not isolated outbursts; they are part of a political agenda that weaponizes religious beliefs and social tensions to strip certain groups of citizens of the civil rights they have fought so hard to gain.
Taking as starting point the present context of revitalised transphobia, homophobia and misogyny, which coexists with civil and cultural inclusion and acceptance of certain queer citizens, the course revisits the history of queer cultures and struggles in Buenos Aires and in New York. The aim is twofold. First, to develop an understanding of the “long revolution”, both political and cultural, that allowed LGBTQI citizens to enjoy the rights that are now being questioned. Second, to study the strategies and the works of our trailblazers in order to find analytical and political tools that could be of use for present and future struggles.
- Tuesdays and Thursdays 2 pm- 3.15 pm
- Blended

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 their 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:

Letter Grade	Points	Percent
A	4.00	Example: 92.5% and higher
A-	3.67	Example: 90.0 – 92.49%
B+	3.33	Example: 87.5% - 89.99%

Letter Grade	Points	Percent
B	3.00	Example: 82.5% - 87.49%
B-	2.67	Example: 80% - 82.49%
C+	2.33	Example: 77.5% - 79.99%
C	2.00	Example: 72.5% - 77.49%
C-	1.67	Example: 70% - 72.49%
D+	1.33	Example: 67.5% - 69.99%
D	1.00	Example: 62.5% - 67.49%
D-	.67	Example: 60% - 62.49%
F	.00	Example: 59.99% and lower

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

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.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

View Grades

Grades will be available through Albert.

Week/ Date	Topic	Reading	Assignment Due
	<p>queer history? Archives and memory</p>	<p>Queer archives, queering archives</p> <p>Marshall, D, Murphy, K, and Tortorici, Z, “Queering Archives, Historical Unravelings” Foucault, Michel. “The Lives of Infamous Men” Foucault</p> <p>Muñoz, José – <i>Cruising Utopia</i> (introduction)</p> <p>Stonewall:</p> <p>Duberman, Martin. <i>Stonewall</i>.</p> <p>Films and documentaries on Stonewall <i>Stonewall</i>, by Roland Emmerich <i>The Life and Death of Marsha P. Johnson</i>, by David France</p>	
<p>Week 3 Tuesd ay, Feb 9,</p> <p>Thurs day Feb 11</p>	<p>Reconstructin g LGBTQI History in Argentina</p>	<p>Frente de Liberación Homosexual. “Sexo y Revolución”. Perlongher, Néstor. “Historia del Frente de Liberación Homosexual en Argentina”. (selection). Rapisardi, Flavio y Alejandro Modarelli. “Fiestas, baños y exilios”</p> <p>In class: fragments of <i>Un puto inolvidable. Vida de Cárlos Jáuregui</i> (documentary) by Lucas Santa Ana</p> <p>Suggested reading: Palmeiro, Cecilia. <i>Desbunde y felicidad</i>.</p>	<p>(Additional material: marcha)</p>

Week/ Date	Topic	Reading	Assignment Due
Week 4 Tuesday Feb 16 National Holiday. (Class replaced by make up class Friday March 19). Thursday Feb 18	Literature as document? State terror The location of queer culture (loca vs. gay; Hollywood and its appropriations)	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 Tue Feb 23, Thursday Feb 25	Lesbian sociabilities/ Lesbian activism. What are their lessons?	Gallo, Marcia – "Winds of Change: The Daughters of Bilitis and Lesbian Organizing" Guest Lecturer: Andrea Lacombe: "Lesbian Sociabilities in Buenos Aires, 1950-1980" (TBC)	Homework: Interview with lesbian activists (BA) Research HerStory Archive (NY)
Week 6 Tuesday March 2nd, Thursday March		Combahee River Collective Statement https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/	Report in class: Lesbian activism in the South

Week/ Date	Topic	Reading	Assignment Due
4 th		Molloy, Sylvia. <i>En breve cárcel</i>	
Week 7 Tuesd ay March 9th, Thurs day March 11th	The birth of queer: Hiv, aids and a new logic of activism Also: hiv today	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) Watch: selections of Pose (2020, Dir. Ryan Murphy) TrumpMedicare	2 nd short essay due: "Topographies of Lesbian Desire"
Week 8 Tuesd ay March 16th, Thurs day March 18th Friday March 19 Make- up class	The birth of queer: Hiv, aids and a new logic of activism	Douglas Crimp. <i>AIDS: Cultural Analysis, Cultural Activism</i> (selection) Susan Sontag. <i>AIDS and its Metaphors</i> (selection). Copi "Una visita inesperada" Wojnarowicz, D., <i>Close to the Knives Brush Fire in the Social Landscape</i>	Homework: Research on Luis Frangella and David Wojnarowicz in NYC and Buenos Aires.
Week 9 Tuesd ay March 23rd,		Perlongher, "The Dissapearance of Homosexuality" <i>El silencio es un cuerpo que cae</i> (documentary) by Agustina Comedi	

Week/ Date	Topic	Reading	Assignment Due
Thurs day, March 25			
Week 10 Tuesd ay, March 30, Thurs day April 1 Natio nal Holid ay, Class replac ed by make- up April 19	Art as document? Artistic responses to the precarious life of neoliberalism	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”	Report in class: Act Up archives Art and Activism in NYC and Buenos Aires in the 80s: David Wojnarowicz and Luis Frangella Homework: Present artists that participated in the 90s scene in BA.
Week 11 Tuesd ay April 6th, Thurs day April 8th	Art as document? Artistic responses to the precarious life of neoliberalism	Jorge Gumier Maier: “Avatars of Art”, “El Rojas” and “The Tao of Art” Works by Marcelo Pombo, Gumier Maier, and other artists A History of Trash Rococo (2009, dir. Miguel Mitlag), on Sergio De Loof	
Week 12,	A little history of drag: first subculture,	Viewing: Livingston, J. <i>Paris is Burning</i> (documentary)	3rd Short Paper due [on hiv and new

Week/ Date	Topic	Reading	Assignment Due
Tuesday, April 13th	then community, now global commodity	Readings: Butler, Judith. <i>Undoing Gender</i> (selection); <i>Bodies that Matter</i> (selection). DragToday	logics of activism, Wojna/Frangella, documentales, etc]
Thursday April 15th		Selections of “RuPaul Drag Race” Suggested readings: Newton, Esther. <i>Mother Camp</i>	
Week 13		Reading:	
Tuesday April, 20th,	Trans Communities and Subjectivities: US	In class: Trans culture today: Contrapoints Stryker, Susan. intro to <i>Transgender Studies Reader</i>	
Thursday April 22nd		Guest Lecturer: trans and travesti activism in Buenos Aires (TBC)	
Week 14, Tuesday, April 27th,	Trans Communities and Subjectivities: Argentina	Rizki, Cole. “Latin/x American Trans Studies. Toward a Travesti-Trans Analytic”, in <i>TSQ: Transgender Studies Quarterly</i> * Volume 6, Number 2 * May 2019 Rucovsky, Martín de Mauro. “The <i>Travesti</i> Critique of the Gender Identity Law in Argentina”, in <i>TSQ: Transgender Studies Quarterly</i> * Volume 6, Number 2 * May 2019. Pierce, Joseph. “Toward a Queer Latin American Studies”, in <i>Argentine Intimacies: Queer Kinship in an Age of Splendor, 1890–1910</i> Documentary: Taulil, Juan. <i>T</i> Visit of Juan Taulil to the BA site (TBC)	
Thursday April 29			
Week 15, Tuesday	What are we fighting for?	Bimbi, Bruno. <i>Matrimonio igualitario</i> (selection) Conrad, R. <i>Against Equality: Queer Critiques</i>	

Week/ Date	Topic	Reading	Assignment Due
ay May 4th, Thurs day May 6th	The limits of inclusion The case of gay marriage The Politics of the Locas and the Feminist Tide	<i>of Gay Marriage</i> Schulenberg, S. "The Construction and Enactment of Same Sex Marriage in Argentina" "Somos tres mujeres muy unidas", spot Argentine government, 2014 Palmeiro, C. "The Tongues of the Locas and the Radical Art of Poverty"	
Week 16, Tuesd ay 11 th , Thurs day May 13th		Wrap-Up Session. Final Projects Presentations Final essay due: May 13th	

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.
- Newton, Esther. *Mother Camp. Female Impersonators in America*. Chicago: The University of Chicago Press, 1972.
- 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](http://nyu.edu/its/classes) (nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](http://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](http://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](http://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, Jorgelina Loza, **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, Jorgelina Loza, jml19@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, Jorgelina Loza, jml19@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.

Classroom Etiquette/Expectations

Things to consider:

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. Consider using the chat function or "raise hand" function in order to add your voice to class discussions especially if leaving the video on presents challenges.

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

Dr Cecilia Palmeiro holds a PhD from the Department of Spanish and Portuguese at Princeton University. She specializes on contemporary Latin American cultural studies, with special attention to Argentinean and Brazilian literature and gender studies. Her main interests are critical theory, intellectual history and the relation between art and politics. She has published a range of articles on contemporary Argentinean and Brazilian literature and gender issues, and translated contemporary Brazilian literature into Spanish. She is the author of Desbunde y

felicidad. De la Cartonera a Perlongher (2011, 2020) and editor of Néstor Perlongher's correspondence, Correspondencia (2016). As a writer of fiction, she has published chronicles, short stories and the novel Cat Power. La toma de la Tierra (2017).