Course description and learning goals:

Conflicts and cleavages around gender, family issues, and religion have become more salient in political and electoral disputes in Latin America after 2010. Opposition to gender equality and sexual rights emerged under new fashion across the region, with effects varying between countries and according to issues. Studies point to their role in political polarization and the growth of far-right movements.

These conflicts are not peculiar to this region of the world, and the main goal of the course is to discuss how they are displayed in Latin America, considering institutional, socioeconomic, and cultural variables.

Democratization and, later, the so-called “pink tide” opened opportunities for feminist and LGBTQ+ movements to expand their participation in politics. In some countries, advancements in law and public policy are significant. The backlash against them is also noteworthy. It can take the form of a straightforward reaction to new rights and policies or develop as a preemptive reaction to avoid changes. Resistance to setbacks has also played out differently, which can be related to political, socioeconomic, and cultural factors.

The course addresses these conflicts and the dynamics of countermovement that characterize them. To do that, it discusses feminist and LGBTQ+ politics; the backlash against them; and its effects. It approaches these conflicts considering the main actors, institutional processes, and arenas, as well as social mobilization and opinion.

In short, the aim is to investigate political conflict around gender in Latin America, its characteristics, and its effects. It does that by exploring institutional, socioeconomic, and cultural variables that account for its variation across the region.
Assessment:
Summary of assessment, due dates, and percentage:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Paper outline</td>
<td>20%</td>
<td>February 5th and March 8th</td>
</tr>
<tr>
<td>Research presentation</td>
<td>20%</td>
<td>April 24th</td>
</tr>
<tr>
<td>Research paper</td>
<td>50%</td>
<td>April 28th</td>
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</tbody>
</table>

Participation (10%)
Students must come to class prepared to discuss the texts and participate actively in all sessions. They are expected to prepare at least one question in advance for each session.

Paper outline (20%)
**Due February 5th: Title and abstract**
Please send me your title, abstract, and short list of reading for your literature review until February 5th. Then schedule a meeting with me to discuss your proposal.

**Due March 8th: paper outline**
You are required to submit a draft in the form of an outline of your final paper until March 8th. This should include (a) title and abstract; (b) research question, (c) objectives, (d) brief discussion of theoretical framework, (e) hypothesis or departing claims; (f) indication of data (quantitative or qualitative) you will draw evidence from. It should be limited to 3000 words.

Research presentation (20%)
**April 24th**
All students must present their final research paper on the final class. Each student will have 10-15 minutes to present.

Research paper (50%)
**Due April 28th**
This is your final assignment. You should present an article that follows the format required by academic journals. Please make sure that your goals and arguments are clear and based in evidence (quantitative or qualitative data, even when it comes from secondary literature). Your article should be limited to 8000 words.

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>&gt;=93</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
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<td>83-86</td>
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<td>73-76</td>
<td>C</td>
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<tr>
<td>70-72</td>
<td>C-</td>
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<tr>
<td>67-69</td>
<td>D+</td>
</tr>
</tbody>
</table>
Attendance

For successfully passing this course, your participation and engagement are expected. Students must be prepared to discuss the readings and other materials listed for that day. If you are sick, please stay home but notify the instructor (see full policy below).

Communications

Please let me know of any issues you have with the class or that can be affecting your academic performance. If you have questions, you are encouraged to schedule office hours. Please use Canvas for all communications with me.

Policy on Late and Make-up Work:

Due dates are final. Assignments will be marked down 1 point for each day late. Discuss with me beforehand if you have any difficulties turning in assignments on time. Make-up work will only be accepted for excused absences as per university policy.

Grade Return Timing:

Please allow two weeks after you turn in an assignment to receive grades and feedback.
Topics & readings
[Readings and sequence of classes are subject to change]

January 10

Course presentation.

Introduction: Gender, feminist politics, and democracy in Latin America.

January 17

Engendering democracy in (very) unequal societies.


Recommended:


January 24

State capacity, governance, and the challenges to engender democracy.
Ana Laura Rodríguez Gustá; Nancy Madera; Mariana Caminotti. “Governance Models of Gender Policy Machineries under Left and Right Governments in Latin America”. Social Politics, 24 (4), 2017; 452-480.


Recommended:


FRANCESCHET, Susan. “Gender policy and state architecture in Latin America”. Politics & Gender, 7(2), 2011; p. 273-279.


PECHENY, Mario Pecheny; LA DEHESA, Rafael. “Sexuality and politics in Latin America”. In: Sexuality and Politics: Regional Dialogues from the Global South, vol. 1, Sexuality Policy Watch, 2015.

January 31
The “pink tide”: paradoxes and developments


Barry Cannon; Mo Hume: “Central America, civil society and the ‘pink tide’: democratization or de-democratization?”, Democratization, 19:6, 2012; 1039-1064, DOI: 10.1080/13510347.2011.619775

Recommended:


Friedman, Elizabeth Jay. “Gender, Sexuality and the Latin American Left: testing the transformation”. Third World Quarterly, 30(2), 2009; 415-433.


WAYLEN, Georgina (ed.). Gender, institutions, and change in Bachelet’s Chile . New YorK: Palgrave Macmillan, 2016.


Podcast. Elisabeth Jay Friedman on the Pink Tide and Gender, https://kpfa.org/player/?audio=307593

February 7
Is this a reaction? The concept of “backlash” and the political disputes in Latin America


Stéphanie Rousseau: “Antigender Activism in Peru and Its Impact on State Policy”. Politics & Gender, vol. 16, no.1. https://doi.org/10.1017/S1743923X20000070


Recommended:


Critical Perspectives on Gender and Politics: “The Conservative Backlash Against Gender in Latin America”. Politics & Gender, 16 (1), 2020.


Video series #AntiGenderPolitics in Latin America:
https://www.youtube.com/playlist?list=PLJducpnq4Ied8BoSo_PsmWStSME9RceVT

72 Annual Conference: Democratic Backsliding and Resistance in Latin America (Feb 29, March 1)

February 14

Feminist networks and resistance

Julia Roth: “Intersectionality Strikes Back: Right-Wing Patterns of En-Gendering and Feminist Contestations in the Americas”. In Gabriele Dietze and Julia Roth (eds.). Right-Wing Populism and Gender: European Perspectives and Beyond. Verlag, Bielefeld: Transcript.


Recommended:


MASON-DEESE, Liz. “From #MeToo to #WeStrike”: What can the #MeToo Movement learn from Latin American Feminists”. https://lithub.com/from-metoo-to-westrike/


POSADELA, Inés M. Posadel; BOHN, Simone (eds), Women’s Rights in Movement: Dynamics of Feminist Change in Latin America and the Caribbean. Cham: Springer, 2023.

SOUZA, Natália Maria Félix. “When the Body Speaks (to) the Political”. Contexto Internacional, vol. 41(1) Jan/Apr 2019.


Documentary. “The Rapist is You”: Inside Chile’s Feminist Uprising That’s Gone Global
https://www.youtube.com/watch?v=X8zv03IBCcA
Documentary. *Fighting for women’s rights - Latin America’s feminist movement* | DW
https://www.youtube.com/watch?v=SxMc6uK3_fQ

**February 21**

*Religious conservatism: actors, agendas, and political cleavages*


**Recommended:**


_____.

February 28
Abortion rights and activism in LA. Strategies and legal changes.


Recommended:


March 6
Anti-abortion movements: “old” dispute, new strategies.


Verónica Pérez Bentancur; Cecilia Rocha-Carpiuc: “The postreform stage: Understanding backlash against sexual policies in Latin America”. *Politics & Gender*, 16(1), 2020. [https://doi.org/10.1017/S1743923X20000069](https://doi.org/10.1017/S1743923X20000069)

*Recommended:*


**March 20**

*Disputes over sexual rights*


*Recommended:*


_____. “Social medicine, feminism and the politics of population: From transnational knowledge networks to national social movements in Brazil and Mexico”, *Global Public Health*, DOI: 10.1080/17441692.2018.1443486


Human Rights Watch, report on sexuality education and conflicts in Brazil: https://www.hrw.org/report/2022/05/12/i-became-scared-was-their-goal/efforts-ban-gender-and-sexuality-education-brazil


**March 27** - There won’t be classes. Time to work on final articles.

**April 3**

*Violence, disputes over framings, and the dismantling of public policy*


**Recommended**


April 10

Conservatism, authoritarianism, and the far-right in Latin America


Recommended:


April 17

Gender conflicts and the disputes over the meaning of democracy


Recommenced:


MORAN-FAÚNDES, José Manuel. » ¿Cómo cautiva a la juventud el neoconservadorismo? Rebeldía, formación e influenciadores de extrema derecha en Latinoamérica”. Methodos, 11 (1), 2023.


April 24 - Research presentation.
University Policy and Guidance

Expectations

As a Carnegie I, research-intensive university, UF is required by federal law to assign at least 2 hours of work outside of class for every contact hour. That means that you are expected to do 6 hours of work outside of the classroom. Work done in these hours may include reading/viewing assigned material and doing explicitly assigned individual or group work, as well as reviewing notes from class, synthesizing information in advance of exams or papers, and other self-determined study tasks.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the professor.

Books & materials:

Readings should be accessed using the library system. Please let me know beforehand if you have any difficulties.

Class policies & University Resources

Plagiarism and Academic Integrity:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code specifies a number of behaviors that violate this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Evaluation:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students here.

Students with Disabilities
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Technology

For succeeding in this class, you need to have access to Canvas. Please consult these guides if you are unsure about how to use this application:
For Canvas: https://elearning.ufl.edu/keep-learning/quickstart-guide-for-students/

Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Other Recommendations

Campus Resources: Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
• University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
• UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
• GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

COVID-19 & other illnesses

• In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
• If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.
• If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
• Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

Academic Resources

• E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
• Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
• Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
• Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
• Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
• Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
• On-Line Students Complaints: View the Distance Learning Student Complaint Process.