

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

Course name: LGBTQ Diversity and Sexual Identity in Latin America

Course code: SOCY 3050

Total contact hours: 48

Course Description:

This course will study the LGBTQ+ community and related social issues in the Latin American Context. Special attention will be given to the Costa Rican case study where sexuality, identity, expression, health, community, family, and other social, political and lifestyle issues will be discussed. This course offers students one of the only opportunities to study LGBTQ+ Latin American dynamics and issues. It is one of the first of its kind in the region and a pioneering offer for study abroad students in the Costa Rican setting. This is a young, but growing field of study in Latin America and defiantly one that deserves much attention, especially as the Latin American region is home to some of the most homophobic countries in the world and at the same time undergoing radical change in terms of its acceptance of the complete spectrum of sexuality and identity expression. This course has three main objectives: 1) students will be invited to explore LGBTQ+ Latin American community issues, 2) to appreciate how particular countries are advancing in relation to equality before the law while studying the social groups pushing for change, and 3) to critically assess present day contexts that are struggling with recently developed anti-discriminatory frameworks.

Students will carry out country reports, surveys, develop research projects and participate in possible field trips to help them to understand the issues being discussed.

This is a social studies and sustainability course, it is elective, theoretical and practical and responds to the professional formation questions: **How is the region advancing with sexuality and diversity issues and what are the regional realities for the LGBTQ+ community?**

To be able to respond to the above questions the following themes will be covered:

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.
- An introduction to the central concerns of the LGBTQ+ community.
- A history of the LGBTQ+ Latin American movement, its major struggles and successes.
- Homophobia, machismo, and power relations.
- The role of the State and anti-discriminatory legal frameworks.
- Costa Rican LGBTQ+ groups and their work and concerns.
- LGBTQ+ Latin American public figures, heroes and outstanding individuals.
- LGBTQ+ sub-cultural tastes, music, meeting places.
- LGBTQ+ Latin American Literature and the Arts.

Throughout the course the following competencies will be promoted:

To participate and collaborate actively in the group tasks, and develop confidence, solidarity, cordiality, and skills in communal task management.

Contribute to the consolidation of a team and team work, promoting communication, equal distribution of tasks and a working environment encouraging calm and cohesion.

Capacity to communicate professionally with NGOs, State entities and institutions.

Specific Course Competency: Team work development and leadership.

To integrate knowledge, abilities and the necessary attitudes to be able to learn the **techniques of team work and leadership** (considering the tutorials and evaluations).

The following attitudes and values will be developed:

- How to work and get on with others.
- How to communicate with others.
- Problem and challenge identification.
- Search for solutions through dialogue and deliberation.
- Management and resolution of conflicts.
- Negotiation to inspire confidence and empathy
- Responsible communication and profound listening.

Competencies, criteria and evidence:

At Veritas University competencies are reflexive and integrated actions that respond to the professional profile and to context issues ideally and ethically through the integration of abilities, skills and knowledge. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course. What follows are the discipline and core competencies and their correspondent key competencies and evidence of learning for this course.

Competencies	Key Competency	Evidence of Learning
Discipline		
Evaluate the regional situations and	Evaluate global, regional and national issues illustrating discrimination and the mechanisms within the search for equality, equity in relation to the LGBTQI+ Latin American and Caribbean community	<ul style="list-style-type: none"> • Case study analysis • Interaction and first hand research with different projects, site visits and fieldtrips. • Observation and collection of data.
		<ul style="list-style-type: none"> • Group work comparative research reports

understanding in the advancement of human rights for the LGBTQI+ Latin American and Caribbean community.	Critically assess successes and failures in the application of anti-discriminatory policy approaches.	<ul style="list-style-type: none"> • Interviews • Essay
	Analyze the methods, indicators and outcomes for understanding and combating disparities and discrimination.	<ul style="list-style-type: none"> • Case study analysis • Research reports • Design and execute interviews • Essay

General competencies	Performance criteria	Evidence of performance
To integrate knowledge, abilities and necessary attitudes in order to learn in a continuous manner throughout life from keen appreciation and understanding of others experiences and struggles.	<ul style="list-style-type: none"> • Problem and challenge identification. 	Case study research and comparisons. Essay
Participate actively in the team tasks, strengthening confidence, cordiality, shared goals and team work.	<ul style="list-style-type: none"> • How to work and get on with others. • Search for solutions through dialogue and deliberation. • Negotiation to inspire confidence and empathy 	Fieldtrips, group work, and site visits.
Direct work groups, assuring the integration of all members and group assessment.	<ul style="list-style-type: none"> • How to communicate with others. • Work in teams and leadership • Responsible communication and profound listening.. 	Collaborative tasks
Contribute to the consolidation of groups, favoring communication, equal distribution of tasks, with internal cohesion.	<ul style="list-style-type: none"> • Problem and challenge identification. • Search for solutions through dialogue and deliberation. 	Collaborative tasks and presentation of results.

	<ul style="list-style-type: none"> • Management and resolution of conflicts. 	
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Content:

(One theme each week, plus conclusions, practicals and finals)

Theme 1: Defining LGBTQ+ Identities in the Latin American and Caribbean context.

- A Brief overview of the course themes and context.
- A brief overview of global LGBTQ+ History and context building.

Theme 2: Defining LGBTQ+ Identities in the Latin American and Caribbean context.

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.

Theme 3: An introduction to the central concerns of the LGBTQ+ community.

- Defining LGBTQ+ Identities in the Latin American and Caribbean context.
- Part 2.

Theme 4: A history of the LGBTQ+ Latin American movement, its major struggles and successes.

- Local, regional and global exploration and overview

Theme 5: Homophobia, machismo, and power relations.

- The role of the church shaping policy
- Conversion therapy
- Case study focus

Theme 6: The role of the State and anti-discriminatory legal frameworks.

- Case study focus: Country reports

Theme 7: Costa Rican LGBTQ+ groups and their work and concerns.

- Social movements and human rights
- Diversity movement
- Converging movements and NGOs

Theme 8: LGBTQ+ Latin American public figures, heroes and outstanding individuals.

- Heroes and Testimonies
- Community members present and past
- The fight against violence

Theme 9: LGBTQ+ community and culture

- LGBTQ+ Latin American Literature and the Arts.
- sub-cultural tastes, music, meeting places.
- LGBTQ+ Latin American and Caribbean Film

Theme 10: Conclusions and future outlooks

- Case study focus and conclusions

Methodology:

For this course the activities are planned at an intermediate level and stimulate learning through research and preparation of interviews, field trip research, case studies, essays, discussions and through consideration of the basic aspects of the fundamentals in strategic and systemic thinking.

The methodology encourages learning through student interaction with real life scenarios, problem identification, and problem solving in relation to LGBTQI+ issues and dynamics and with an aim to detect opportunities for learning and self-development. Finally, the method focuses on providing students with situations that they will go on to encounter in their professional lives and careers, thus enhancing competency and experience.

Learning strategies

The following learning strategies will be executed:

Case Studies and Interviews

Learning through case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and interiorization of knowledge so the student can finally value and deepen from a personal choice.

Argumentative Essay

An argumentative essay as an academic writing tool allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose argument explanations clearly.

Group Work and Workshops

Workshops, involving role play, will promote shared spaces in which students, working as a team, will develop their oral and written communication skills, synthesis, leadership, listening and relating well with others when dealing with sustainability issues.

Presentations

Individual and group presentations will provide opportunities to communicate orally and iconically, share the results of research, and demonstrate the appropriation of topics of interest.

Reports and discussions

Students will exercise the capacity of critical thinking, and oral and written expression through the presentation of reports and discussions about videos or documentaries with respect to the Sustainable Development Goals.

Presentation of results

Individual and group presentations of the results of analysis and research of almost all activities will develop in students the ability to communicate orally and graphically to demonstrate knowledge assimilated through assignments. Students must also present their action proposal in order to demonstrate their convincing communication skills in English or Spanish (depending on their native language)

Educational resources

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom.

During independent work periods students will be able to attend the institution

A campus library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection for students, educators, and staff is provided on campus, which gives students the possibility to work not only in the library or computer labs, but also around campus.

Evaluation Table:

RUBRIC	WIEGHT/GRADE
3 Case Studies: (10% each) Choices: <ul style="list-style-type: none">• The case of Costa Rica – Sexuality and diversity• Case Study – The LGBTQI+ movement• Regional Indicator Maps– Human rights advances, law, policy and limits• Case study – free theme.	30%
5 film and documentary viewings, summaries and reflections (5% each film)	25%
Essay and presentation: <ul style="list-style-type: none">• Theme of choice in relation to the Latin American and/or Caribbean LGBTQI+ community	15%
Group Work project and presentation:	30%

<ul style="list-style-type: none"> Investigation and comparison of a selection of case studies and testimonies. 	
TOTAL	100%

Rubric for the evaluation of case studies:

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and contemplation and design of solutions. Three case studies will be explored and evaluated. The cases will be summarized according to the main actors, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and data will be extracted and discussed for its relevance and meaning. Solutions will be discussed and suggested. Students will choose the case studies according to their interests within the following areas.

3 Case Studies: (10% each) Choices:

- The case of Costa Rica – Sexuality and diversity
- Case Study – The LGBTQI+ movement
- Regional Indicator Maps– Human rights advances, law, policy and limits
- Case study – free theme.

Students will identify the problematic and major contentious issues, evaluate, discuss, and report on the solvability of the case. Solutions will be provided based on observations, similar cases, and discussion outcomes.

Each case has a value of 10% for a total value of 30%. The case studies will be evaluated through the following criteria:

GRADE	DESCRIPTION
EXCELLENT (100-90%)	<p>Study and evaluate the case study in a profound and concise manner.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. <p>Excellent class presentation delivery. Presentation time management and stimulation of discussion. Excellent report presentation: With all points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 10 related sources which have enriched your case study understanding and analysis.</p>

<p>VERY GOOD (89%-80%)</p>	<p>Neglected to complete one of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With one of the points 1-5 above failed to be written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 7 related sources which have enriched your case study understanding and analysis.</p>
<p>GOOD (79%-70%)</p>	<p>Neglected to complete two of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case. 5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations. 6) Disorganized class presentation delivery. 7) Disorganized presentation time management 8) and lack of stimulation of discussion. <p>Report presentation: With few (2-3) of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 5 related sources which have enriched your case study understanding and analysis.</p>
<p>INSUFFICIENT (69% or less)</p>	<p>Neglected to complete most of the following requirements.</p> <ol style="list-style-type: none"> 1) Explain clearly and in an ordered and structured manner the following: who was involved, where, when, what happened, how and why? 2) Present an understanding of the major issues and events using clear and concise language (written and spoken). Present at least 10 case study details, for example, illustrative examples, statistics, data, indicators, stakeholders, related institutions, historical context, dates and events, campaigns, policy, law, and programs. 3) Identify and explain in a clear and concise manner the major advances and limits of each case. What can be celebrated and what needs to be overcome in order for stakeholder advancement and problem solving. 4) Reflect on the main issues, developing your ideas in relation to the moot points, raise concerns and questions, and critically evaluate the case.

	<p>5) Present a clear and justified solution to the main problem presented in the case study and at least 10 recommendations for policy formation based specifically on the case study example or similar cases that have been advancing through policy innovations.</p> <p>6) Disorganized class presentation delivery.</p> <p>7) Disorganized presentation time management</p> <p>8) and lack of stimulation of discussion.</p> <p>Plus: Disorganized class presentation delivery. Presentation time management (failed to respect time slot and length) and failure to stimulate discussion. Report presentation: With only one of the points 1-5 above written up, clearly presented, well-structured and easy to identify and understand. Inclusion of an APA reference style bibliography with at least 3 related sources which have enriched your case study understanding and analysis.</p>
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Rubric for analysis of video, documentary or other audiovisual

Documentary analysis about sustainability topics will be assigned as out of class work. The report will demonstrate writing skills and the students’ ability to understand the documentary’s core theme.

5 film and documentary viewings, summaries and reflections (5% each film)

Indicator	Excellent	Very good	Sufficient	Insufficient	Observations
Formal presentation requested (cover with student's name and audio-visual reference)					
Introduction of at least 2 specific paragraphs that capture the attention about the audiovisual theme					
Development of the report, with at least 3 key aspects of the audiovisual explaining them in light of class material					
At least 3 conclusions or final considerations					
Presentation of information with proper writing and well-written words (spelling)					
Total					

Rubric for essay and presentation

The written essay is a critical academic piece that permits the student to express opinions, interpret data and events, evaluate a selection of themes and issues. This is packaged in a formal written piece that demonstrates the capacity to research a theme, discuss and reflect upon the central issues. Critical thinking is encouraged with an clear organization of argument, perspectives, positions and the development of the student’s understanding. The essay must be well written, well presented, both orally and on paper. The essay is strictly individual and sole authored by the student. The work of others must be clearly referenced. APA referencing must be used. The essay theme will be on the quality of gender equality in the Latin America and Caribbean space.

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Introduction: which includes the main theme, the focus, the main objectives, and a central research question.				
The principle theme is clear, the question is relative, it is well structured and the main discussion points are clearly outlined and presented.				
It contains an abstract of no more than 250 words to present and summarize the main objectives, argument and conclusion.				
It contains development of personal reflections, a clear discussion of the main problematic and key issues, it demonstrates critical thinking, it is coherent and shows conviction in adding at least two original and relevant ideas to the discussion.				
The discussion points and related examples are presented in a clear and logical order. The student's ideas are interesting and easy to follow.				
The structure and order of the words (the syntax) in the sentences is logical and clear. Punctuation and the use of the written language is correctly used, with careful selection of words. It does not contain spelling mistakes or grammatical errors.				
The conclusion is clear and is related to the overall discussion and findings in the main body of the essay.				
It complies with the following: Title, abstract, 12 font, Arial script, double space, and 8 pages.				
It has a organized and APA format bibliography, references in the main text relate to the bibliography, the sources are				

diverse and relevant to the theme and discussion. At least 10 sources must be referenced in the bibliography.				
It is presented to the class in a 15 minute time slot, respects the time slot exactly, is clear and interesting, stimulates discussion, and is handed-in in a pdf or power point format.				
Total				

Rubric for group work:

The group work will make up 30% of the final grade. Students are expected to start work on this simultaneous to other commitments, evaluations and activities. This will be developed throughout the length of the course and students must organize into small groups on instruction from the teacher. From the following themes one or both can be chosen.

- Investigation and comparison of a selection of case studies, format, implementation and outcomes.

Indicator	A: 100-90%	B:89%-80%	C: 79%-70%	D: 69% o <
Commitment in organizing with group and structuring and organizing group activities and objectives.				
Division or responsibilities and a written summary of plan, roles and tasks.				
Work with your group to incorporate and respect all of the objectives and desires of the team members.				
Concise and clear comparison of a selection of key indicators or/and case studies that illustrate gender advances and limits.				
Comparison of cases and indicators				
Responding and concluding to the question: what is the quality of gender equity in your chosen				

country, region, or according to your selection of indicators or/and case studies?				
Report presentation and hand-in. To include: Plan, main objectives and outcomes, process, tables illustrating indicators, hand outs for presentation, and evaluation of activity. To present in power point format and written summary.				
Total				
OBSERVATIONS				

Chronogram

Week	Competency	Content	Teaching strategies
1	Analyze the central concepts and theoretical frameworks	Theme 1: Defining LGBTQ+ Identities in the Latin American and Caribbean context. <ul style="list-style-type: none"> • A Brief overview of the course themes and context. • A brief overview of global LGBTQ+ History and context building. 	Introduction to the course, assignments, tools, methods and expectations.
2	Discuss the importance of the religious and chauvinistic ideologies behind the manifestations of discrimination, hate and violence.	Theme 2: Defining LGBTQ+ Identities in the Latin American and Caribbean context. <ul style="list-style-type: none"> • Defining LGBTQ+ Identities in the Latin American and Caribbean context. 	Lecture and discussion Group work and discussion: Defining core concepts.

3	Discuss the importance of the legal framework that responds to the LGBTQI+ community through the study of the international declarations, conventions, and policies.	<p>Theme 3: An introduction to the central concerns of the LGBTQ+ community.</p> <ul style="list-style-type: none"> • Defining LGBTQ+ Identities in the Latin American and Caribbean context. • Part 2. 	Lecture and discussion Essay proposal and development.	
4		<p>Theme 4: A history of the LGBTQ+ Latin American movement, its major struggles and successes.</p> <ul style="list-style-type: none"> • Local, regional and global exploration and overview 	Lecture and discussion Group work and discussion: Theories and concepts.	
5		<p>Theme 5: Homophobia, machismo, and power relations.</p> <ul style="list-style-type: none"> • The role of the church shaping policy • Conversion therapy • Case study focus 	Lecture and discussion Group work, team work: Round Table: Women’s Orgs and NGOs (profile and present and discuss functions and roles)	
6		<p>Theme 6: The role of the State and anti-discriminatory legal frameworks.</p> <ul style="list-style-type: none"> • Case study focus: Country reports 	Lecture and discussion Group work and discussion.	
7		<p>Theme 7: Costa Rican LGBTQ+ groups and their work and concerns.</p> <ul style="list-style-type: none"> • Social movements and human rights • Diversity movement • Converging movements and NGOs 	Group work and discussion: Case Studies. Group work and discussion: Case Study development.	
8		Explore and discuss the	<p>Theme 8: LGBTQ+ Latin American public figures, heroes and outstanding individuals.</p>	Lecture and discussion Case Study development.

	situation, experience and importance of the international, regional and national response in the search for equity and non-discriminatory frameworks.	<ul style="list-style-type: none"> • Heroes and Testimonies • Community members present and past • The fight against violence 	Analyzing indicators and case study findings.
9	Analyze case studies, vulnerabilities and advances.	Theme 9: LGBTQ+ community and culture <ul style="list-style-type: none"> • LGBTQ+ Latin American Literature and the Arts. • sub-cultural tastes, music, meeting places. • LGBTQ+ Latin American and Caribbean Film 	Lecture and discussion Case Study development. Analyzing indicators and case study findings.
10	Promote the permanent revision, understanding and monitoring of legal frameworks, agendas, policy formation and implementation.	Theme 10: Conclusions and future outlooks <ul style="list-style-type: none"> • Case study focus and conclusions 	Lecture and discussion Development of conclusions, solutions and recommendations for policy development.
11	Discuss, reflect upon and search for solutions.	FINAL WORKSHOPS	Research work in groups: Identification of vulnerabilities, advances, policy gaps, key illustrative indicators. Workshop: compare cases, indicators, recommendations.
12	Analyze case studies, vulnerabilities and advances. Discuss, reflect upon and search for solutions. Develop recommendations	FINAL PRESENTATIONS and EVALUATIONS	Present reports, interviews and final conclusions.

The above is the first draft of the class content order. Class order subject to change. Students will be advised. Please look on the CANVAS shared platform for the final version of the course content order and updated versions of some of the main/compulsory reading texts.

Attendance:

Students are only allowed a total of 2 nonconsecutive (back to back) absences. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade.

Code of conduct

Professors have the right to expel a student from the classroom should he / she:

- 1) Be disruptive in the classroom.
- 2) Behave in a disrespectful way.
- 3) Be under the influence of alcohol or even smell like alcohol.
- 4) Be under the influence of any illegal drug.
- 5) Hygiene problems that may disturb other students.
- 6) Commit plagiarism

Electronic devices

The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. **Please turn all devices OFF and put them away when class begins.** Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for Internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.

You are not permitted to use your cell phones or lap tops in class. Subject to grade deduction. Please ask before you use!

Special Needs: Please ask if you would like your teacher to consider any special needs.

General observations

The student must conform to the provisions of the Veritas "Reglamento de Régimen Estudiantil". The rulebook is available for downloading at <http://autogestion.veritas.cr/>

Bibliography – This is subject to change and updating. The final and more recent version can be found on the student portal and will be shared at the beginning of term. You will not be expected to buy any books for this course.

BIBLIOGRAPHY and RESOURCES

Basic bibliography to be discussed during the course will be posted on the course portal or hand outs made available – students will be given guidance for the reading exercises and are not expected to read all of the following texts. The following texts will be referred to throughout the course during class sessions. Students will not be expected to read the texts in Spanish, but they will be referenced during class presentations by the teacher. Reading texts may differ from those on this sample class content program – updated bibliographies and sources will be posted on the portal.

Bell, David and Gill Valentine. "Queer Country: Rural Lesbian and Gay Lives," *Journal of Rural Studies* 11: 2 (1995). A succinct survey of LGBT identity formation in rural spaces highlighting key differences in rural/urban LGBT culture.

Corrales, Javier (2015) LGBT Rights and Representation in Latin America and the Caribbean: The Influence of Structure, Movements, Institutions, and Culture.

www.erlacs.org/articles/10126/galley/10623/download/

Corrales, Javier (2015) The Politics of LGBT Rights in Latin America and the Caribbean: Research Agendas. *European Review of Latin American and Caribbean Studies*. *Revista Europea de Estudios Latinoamericanos y del Caribe*
Open Access published by CEDLA – Centre for Latin American Research and Documentation / Centro de Estudios y Documentación Latinoamericanos, Amsterdam; Amherst College

Devor, Aaron H. "The Transgender Archives Foundations for the Future." Victoria, British Columbia, Canada: University of Victoria Libraries, 2014.

http://www.uvic.ca/library/about/ul/publications/Devor_Foundations_for_the_Future.pdf

Encarnación. Omar G. (2011) Latin America's Gay Rights Revolution. *Journal of Democracy* Volume 22, Number 2 April 2011 National Endowment for Democracy and The Johns Hopkins University Press

Equality Maps: <https://www.wisconsin.edu/lgbtq-resources/equality-maps/>

Queiroz, J et al (2013) THE "Ex-Gay" Movement In Latin America. *Therapy and Ministry in the Exodus Network*. 2013, Political Research Associates, Somerville, MA 02144-1837. www.politicalresearch.org

Rosenberg, A. *The Brazilian Paradox: The Lesbian, Gay, Bisexual, and Transgender Battle for Human Rights*.

The Human Rights Campaign (HRC) (2012) *Supporting and Caring for our Latino LGBT Youth*. Human Rights Campaign Foundation and The League of United Latin American Citizens (LULAC).

Torres, Francis (2014) Challenges to LGBT Rights in Latin America. *Brown Political Review* March 17,

<http://www.brownpoliticalreview.org/2014/03/challenges-to-lgbt-rights-in-latin-america/>

Other Resources:

LGBTQ+ Terminology: <http://sja.sdes.ucf.edu/docs/LGBTQ-Terminology.pdf>

Costa Rica Introduces Same-Sex Common-Law Marriage Bill. Posted on August 13, 2015 by News Team in News, World News

<http://pridelife.com/costa-rica-introduces-same-sex-common-law-marriage-bill/>

Blog Spot: LGBTQ+ Costa Rica:

<http://lgbtqpluz.tumblr.com/post/130828838378/so-i-dont-know-how-many-people-know-this-but-i>