Proposal for Global Independent Study Project
(Please Type)

Last Name __________________________ First Name __________________________ Initial __________

Telephone # __________ Class Year ________
P.O. Box # __________ Student ID # __________

Concentration __________________________

Intended program of Study Abroad: __________________________
Country Destination: __________________________

Descriptive title of Global Independent Study Project
From Liberation to Human Rights: LGBT Activism in Latin America

Abbreviation of title for entry on permanent record (limit 22 characters and spaces):

L G B T A C T I V I S M J N L A

Name of Faculty Sponsor: __________________________
Prof.
Department __________________________

History
Box #

Phone #

For Semester ______ Spring ______ of the academic year 20 ______ - ______

All grades MUST be letter grades. S/NC marks are not an option.

Return the completed proposal to:
Kendall Brostuen, Director of International Programs, J. Walter Wilson Bldg., Ste. 420.1
PROJECT DESCRIPTION

This project description should be prepared by the student in consultation with the faculty advisor. Please address the following issues in order and by letter. Your proposal must be typed. Sign and submit this page with your completed proposal materials.

A. Provide a brief and cogent statement of the purpose of the study project abroad, indicating the nature and extent of the work to be pursued, and conveying a clear sense of the academic legitimacy of the project under consideration. The statement should describe previous study and experience that contributed to your perception of the problems involved in the study project abroad and qualifies you to undertake it, and suggest the ways in which this project helps you to meet your educational purposes at Brown.

Importantly, the project description will identify how, in the view of the student and faculty sponsor, the course will be significantly enhanced by tapping into local in-country resources that would clearly be unavailable in Providence. These might include local archives, museums and historical sites. They might extend to research organizations and recognized in-country experts in given disciplines. They might also involve hands-on participation in local cultural events (i.e., theater, arts, and music), interaction with local government, business and industry leaders, and access to non-governmental organizations.

Proposals that emphasize creative self-expression in one form or another must make clearly evident the intellectual purposes to be served, and indicate on the part of the student an awareness of other work that has been or is being done in the area.

B. Submit a formal bibliography for this project (authors, titles, publishers, and dates must be included). The bibliography submitted with the proposal is, of course, tentative, and may change during the course of the project. If your project will require no bibliographic research, please discuss the reasons why you feel no bibliographic research is necessary. The reasons should be supported by your faculty sponsor in the Faculty Sponsor Statement.

C. Provide a tentative syllabus of the activities and the supportive investigation and study you will undertake, indicating how you plan to schedule them over the course of the semester calendar abroad. The syllabus should include a week by week schedule of activities and should include selected weekly bibliographic readings for this project (identifying the authors, titles, publishers, dates and, where possible, page numbers). It's understood that your weekly reading may be supplemented/revised during the course of the project as you find additional literature on-the-ground that had not heretofore been available to you, but should, at a minimum, be the equivalent of the reading identified in your project proposal.

D. Provide a timeline for periodic electronic communication with the faculty supervisor, and indicate the basis on which a final evaluation will be made. Regular communication with the faculty supervisor is strongly encouraged. If a final paper, or a series of papers, will be submitted to the sponsor, describe the topic of these papers in a paragraph or two. Indicate the approximate length of papers. Papers should consist of a mid-term of at least 10 pages and a final paper of at least 20 pages. If the final evaluation will be based on a project other than a written paper, please describe the project.

Signature

Date

14-Nov-2012

Return the completed proposal to:
Kendall Brostuen, Director of International Programs, J. Walter Wilson Bldg., Ste. 420.1
Faculty Sponsor Statement

To be Completed by the Faculty Sponsor

To assist the Screening Committee of CCC in the evaluation of this Global Independent Study Abroad proposal, please complete the following two items:

1. In view of the responsibility of the Faculty Sponsor for Assessing a proposed study, providing advice during the work, and evaluating the student’s work, the committee charged with reviewing Global Independent Study Project proposals would appreciate an indication of how you see the relationship of your own thought and interests to the topic of this study.

I have worked on the history of the LGBT movement in Latin America for the last twenty years, publishing a monograph, three edited collections, and numerous articles on the topic. Although my main focus has been on the history of the LGBT movement in Brazil, I have followed the history of the Argentinian movement since I was a graduate student at UCLA. Other research projects have precluded me from completing research on this topic, but I am keenly aware of the literature and the debates surrounding the successes and the failures of the movement in recent years. Thus, I am able to read critically and offer advice about how to conduct the research that Sean McAdams has outlined in his proposal.

2. What do you think are the chief educational benefits of this study project abroad, and how likely do you think it is that the student will derive these benefits from the project as envisaged?

I am firmly in favor of study abroad programs and believe that the GLISP offers Brown students the flexibility to pursue a research topic in a given country when their might not be an appropriate course at the university where the student is studying. In this case, this GLISP will offer Sean the opportunity of doing field research on the Argentine LGBT movement, which could easily be the basis of his Honor’s Thesis in Latin American Studies.

Statement of Faculty Sponsor

This is to certify that I am willing to serve as Faculty Sponsor for the Global Independent Study as described. I understand that my responsibilities as a sponsor include the following:

1. To assist in the planning of the project, to evaluate the proposal and to affirm my satisfaction with the academic content and promise of the study.

2. To have a continuing awareness of the progress of the study.

3. To have final responsibility for evaluation of the study.

Signature of Sponsor

Department

History

Return the completed proposal to:
Kendall Brostuen, Director of International Programs, J. Walter Wilson Bldg., Ste. 420.1
A. Project Description

In 2010, Argentina passed into law marriage equality and became the first country in Latin America to allow members of the same sex to marry in the entirety of its national territory. How is it that a country often portrayed as machista, Catholic, and socially conservative managed to pass one of the most cutting-edge progressive social policies of our time? Having lived under a repressive and bloody dictatorship from 1976 to 1983, how has the country consolidated democracy over the last thirty years? The purpose of this project is to explore the different historical trajectories of LGBT movements across Latin America, with a particular emphasis on Argentina. I plan on writing my thesis on the impact of the incorporation of the Argentinean LGBT movement into human rights paradigm by assessing how this incorporation affected the goals, methods, and results of LGBT activism. In order to do this, I will need to contrast the movement not only across time within the Argentinean context as leading organizations moved from articulations about liberation to rights discourses, but also have perspectives about the different paths other LGBT activism has taken across the region. Thus the project seeks to identify the particularities of the Argentinean LGBT movement from its inception in the late 1960s to its current state through a comparative approach that relies on a multitude of intellectual, cultural, organizational, and journalistic materials. This project will allow me to familiarize myself with the rich history of the Argentinean LGBT movement and identify what aspects of it are unique to its particular context, thereby giving me the necessary historical background in order to pursue my larger thesis project.

I have extensively studied this topic from a variety of methodological and topical lenses. In the Spring of 2011, I took Professor Richard Snyder’s Political Science course on Latin American Politics. This course gave me a broad, mainly economic, overview of the politics of the region through the twentieth century. Following this course, I took Professor Patrick Heller’s Sociology course on Globalization and Social Conflict. This course gave me a rigorous introduction of the sociological theory regarding social mobilization, especially within the context of globalization. Finally, this current semester I am taking three courses that directly relate to this project. I am taking a seminar with visiting Professor César Rodríguez-Garavito in the Center for Latin American and Caribbean Studies about human rights in Latin America. This course has given me a broad introduction about the role of human rights discourses in politics and activism across the region. I plan on writing my final paper on preliminary findings regarding the implications of human rights paradigm for the LGBT movement in Argentina. I am also taking a Sociology seminar with Professor Michael Kennedy on knowledge networks and global transformations. This course has given me a deeper understanding of the transformative role knowledge plays in social change and how transformative knowledge is rooted in specific contexts and relies on communication power. I am also taking a seminar in the Ethnic Studies department on qualitative research methodology. This course has taught me the necessary methodological skills in order to carry out field research in Buenos Aires. It also forced me to develop interview protocols in advance, as well as identify the relevant actors I wish to interview. I have also been working on my thesis with Professor James Green and Professor Richard Snyder through the Mellon-Mays Undergraduate Fellowship. This work has given some background in the history and dynamics of the Argentinean LGBT movement. It has also familiarized me with the
relevant social theory around social movements, transnationalism, global civil society, and cosmopolitanism.

The opportunity to carry out this project in Buenos Aires is indispensable. I will have access to a variety of academic centers that will introduce me to emic scholarly and intellectual interpretations of the movement. Tierra Violeta and Otras Letras are both queer, feminist intellectual centers in Buenos Aires that will give me access to the wide breath of Argentinean queer and feminist thought. Tierra Violeta is a cultural center that puts on events ranging from poetry readings to panel discussions on various topics regarding the women and LGBT communities in Argentina. They also have a library and archives. Otras Letras is a queer library in Buenos Aires, very well known in the community and has an excellent collection of queer publications in both fiction and nonfiction. They hold routine presentations of recently published works with authors, serving as a node for the LGBT community. Access to both of these centers will enrich my understanding of the LGBT movement in Argentina. Through my study in the University of Buenos Aires, I will also be able to access its Center for the Study of Gender and its library as well as local experts and scholars on the movement like Professor Mario Pecheny. My association with the University of Torcuato Di Tella will also give me access to Prof. María Esperanza Casullo, whom I met during her visit to Brown in 2011. She worked in the Argentinean Institute Against Discrimination, a bureaucratic office under the executive department that was a key ally in helping to pass marriage equality.

More importantly, being in Argentina will allow me to get into contact and interview activists in the LGBT movement, government officials, and bureaucrats. There are two main LGBT organizations involved in activism—la Comunidad Homosexual Argentina (CHA) and la Federación Argentina Lesbiana, Gay, Bisexual y Trans (FALGBT). Both of these organizations have played pivotal roles in a variety of legislative and political reforms, ranging from recognition of sexual orientation and gender expression as protected categories from discrimination, to achieving marriage equality in 2010. Contact with these organizations will also give me access to their archives and thus give me further historical material with which to work. By carrying out qualitative field research in the form of ethnographic participant observation and interviews, I will add a depth and richness to my project that I could not achieve otherwise. This qualitative component of the project will run parallel to the weekly readings, giving an opportunity to actively apply what I learn theoretically to my fieldwork.

B. Bibliography


C. Tentative Syllabus

From Liberation to Human Rights: LGBT Activism in Latin America
Brown University
Spring 2013

Advising Professor: ___— Department of History
Email: ___

Course Description:
This course seeks to investigate the particularities of the LGBT movement in Argentina through a comparative approach. It will begin with a brief introduction into relevant methodological and theoretical considerations regarding human rights, international law and organizations, LGBT and queer activism, and identity politics. It will then shift to country studies, beginning with works that aim to provide a broad overview of the region first, and then moving onto specific countries. These case studies will provide me with the necessary contrast in order to identify the unique aspects of LGBT activism in Argentina as I do my fieldwork. Finally, the course will end with scholarly works on Argentinean LGBT communities and activism, providing me with the analytical tools to fully appreciate the data I will be collecting through my fieldwork. Fieldwork will come primarily through internships at the CHA and the FALGBT—the two leading LGBT organizations in Buenos Aires.

Course Objectives:
Upon completion of the course the student should be able to:
• Identify and discuss the major similarities and differences across LGBT movements in Latin America
• Identify, discuss, and critique the role of human rights in LGBT activism in Latin America
• Discuss the nature of LGBT identity in Argentina and Latin America
• Contrast the different ways human rights have been employed in Argentinean LGBT activism vis-à-vis LGBT activism elsewhere in Latin America
• Identify, explain, and critique the role of transnational ties within the framework of human rights in the Argentinean LGBT movement

Unit I: Theoretical and Methodological Considerations
Week 1 (January 28-February 3rd)
Readings


**Fieldwork:**
None, arriving in Buenos Aires on February 4th.

**Week 2 (February 4-10)**

**Readings**


**Fieldwork:**
Set up meetings with the CHA and FALGBT; attend any community meetings available, meet with representatives regarding internships.

**Week 3: (February 11-17)**

**Readings:**


Fieldwork:
Meet and interview César Cigliutti, President of la CHA
Meet and interview Dr. Pedro Paradiso Sottile, Coordinator of Judicial Affairs of la CHA
Continue to attend meetings at both the CHA and FALGBT

Unit 2: Country Case Studies
Week 4: Overview of the Region (February 18-24)
Readings:


Fieldwork:
Meet and interview María Rachid, President of the FALGBT
Meet and interview Dr. María Esperanza Casullo, Professor at the UTDT and former bureaucrat of the Argentinean Institute Against Discrimination
Continue to attend meetings at both the CHA and FALGBT

Week 5: Overview of the Region (February 25-March 3)
Reading:


Fieldwork:
Visit Otros Letras.
Visit INADI (Instituto Nacional contra la Discriminación)
Interview relevant bureaucrats at INADI
Continue to attend meetings at both the CHA and FALGBT

Week 6: Overview of the Region (March 4-10)
Reading:


Fieldwork:
Attend an event at Tierra Violeta. Interview its President, Claudia Patrucci.
Attend the youth meeting at the CHA, interview young activists.
Continue to attend meetings at both the CHA and FALGBT.

Week 6: Colombia (March 11-17)
Reading:


Fieldwork:
Visit “Area Queer” a think tank associated with the UBA.
Get into contact with La Fulana, a lesbian women’s organization. Interview relevant activists and leaders in the organization.
Skype interview with Mauricio Albarracín about the situation of LGBT activism in Colombia and how it contrasts with Argentina.
Continue to attend meetings at both the CHA and FALGBT.

**Week 7: Brazil (March 18-24)**

**Reading:**
Green, James N. *Beyond Carnival: Male Homosexuality in Twentieth-Century Brazil.*

**Fieldwork:**
Get into contact with Centro de Estudios Legales y Sociales (CELS). Interview Diego Morales about CELS involvement in LGBT activism.
Continue to attend meetings at both the CHA and FALGBT.

**Week 8: Central America and Mexico (March 25-31)**

**Reading:**
Babb, Florence E. “Nicaragua: Local and Transnational Desires after the Revolution.”

**Fieldwork:**
Continue to attend meetings at both the CHA and FALGBT.
Meet with Sociedad de Integración Gay Lésbica Argentina (SIGLA). Interview Alfredo Manes and Rafael Freda.
Week 9: Chile (April 1-7)

Reading:

MIDTERM DUE APRIL 4TH

Fieldwork:
Continue to attend meetings at both the CHA and FALGBT.
Meet with Gays por los Derechos Civiles. Interview César Cigliutti.

Week 10: United States and Europe (April 8-14)

Reading:

Fieldwork:
Continue to attend meetings at both the CHA and FALGBT.

Unit III: Argentina

Week 11 (April 15-21)

Reading:

Fieldwork:
Continue to attend meetings at both the CHA and FALGBT.
Week 12 (April 22-28)
Reading:

Fieldwork:
Continue to attend meetings at both the CHA and FALGBT.

Week 13 (April 29- May 5)
Reading:

Fieldwork:
Continue to attend meetings at both the CHA and FALGBT.

Week 14 (May 6-12)
Reading:
None. Work on Final Paper.

Fieldwork:
Meet and interview Prof. Mario Pecheny
Meet and interview Prof. Ernesto Meccia
Continue to attend meetings at both the CHA and FALGBT

Week 15 (May 13-19)

FINAL DUE: MAY 13
D. Timeline and Evaluations

**Final grade based on:**
- Fieldwork: 20%
- Weekly Reflections: 30%
- Daily Journal: 10%
- Midterm: 20%
- Final: 20%

**Grading:**
- 90-100: A/S
- 80-89: B/S
- 70-79: C/S
- Below 70: NC

**Fieldwork:**
As the fieldwork exercises will be the most important source of data for my thesis project, it is weighted the most heavily. Grading will be based on completion of the interviews and fieldtrips. Parts of the interviews will be transcribed, and fieldwork will be discussed through skype meetings every two weeks.

**Weekly Reflections:**
Weekly reflections will be turned into Prof. offering my reflections on both the texts I read that week and the fieldwork I conducted. These reflections will help me to reflect on the material being covered and the fieldwork conducted. It will be similar to a participation grade in a seminar, an opportunity to show a real and consistent intellectual engagement with the material and the project.

**Daily Journal:**
A journal where I will reflect on the events of each day as I conduct my research. This will provide me with a personalized account of my fieldwork and also help to digest the information gathered each day. The daily journal will then provide a basis for more finalized weekly reflections.

**Midterm (10 pages):**
The midterm will be 10 pages and will serve as a way for me to bring together the fieldwork and theory covered up to that point. I will synthesize the theoretical material covered in the first unit of the course with the fieldwork I conducted; relevant case studies covered up to that point will be used as well. The midterm will also raise questions about further investigation.

**Final (20-25 pages):**
The final will be 20 to 25 pages and will serve as a final report on the fieldwork and learning that took place over the semester. It will identify which questions raised along the course (through reflections, the midterm, etc.) were answered and it will assess the
implications of these answers within the context of the literature covered. It will also assess what aspects need further investigation.

**Timeline for Communication**
- **Week 1:** Email #, meet some; safe arrival, etc.
- **Week 2:** Submit weekly reflection.
- **Week 3:** Submit weekly reflection. Skype meeting.
- **Week 4:** Submit weekly reflection.
- **Week 5:** Submit weekly reflection. Skype meeting.
- **Week 6:** Submit weekly reflection.
- **Week 7:** Submit weekly reflection. Skype meeting.
- **Week 8:** Submit weekly reflection.
- **Week 9:** Submit weekly reflection. Skype meeting, discuss midterm plan.
- **Week 10:** Submit weekly reflection.
- **Week 11:** Submit weekly reflection. Skype meeting, discuss midterm.
- **Week 12:** Submit weekly reflection.
- **Week 13:** Submit weekly reflection. Skype meeting, discuss final plan.
- **Week 14:** Submit weekly reflection.
- **Week 15:** Skype meeting to discuss final.

Weekly reflections will give Prof. idea of how I’m engaging with the material and how the fieldwork is going. Skype meetings will provide an opportunity to discuss the material covered, relevant fieldwork experiences, and provide me with an opportunity to talk through some of the questions or challenges I may be experiencing with my research during that week. Skype meetings prior to the midterm and final (week 7 and week 14, respectively) will also provide me with an opportunity to discuss my plan for each assignment and lay out what my central arguments will be, given the data collected through the fieldwork and the materials covered in the course.