University of Pittsburgh
Department of Hispanic Languages and Literatures
Span 1459: “Mapping the Female Body: A Cultural Approach to Women’s Health in the Hispanic World”
Spring 2023
T/TH 09:30 AM-10:45 PM (321 Cathedral of Learning)

Instructor: Dr. Paola Calahorrano
E-mail: spc48@pitt.edu
Office hours: T/TH (1:15-2:15 PM) (Via Zoom) and by appointment.

COURSE DESCRIPTION

This course provides an overview of the female body and women’s health in Latin America and Spain from a cultural perspective, which addresses related social implications and health rights. Students will analyze women’s health issues through critical interpretation of literary texts, poems, movies*, comics, documentaries, and photography using media perspectives and theoretical approaches. Students will be exposed to topics across four overarching themes: adolescence, reproduction, illness, and aging, with subtopics such as sexuality, sexual orientation, gender identities, pregnancy, infertility, breast cancer, menopause, eating disorders, among others. At the same time, students will be exposed to a broader geographical and historical panorama by examining the relationship between women’s health issues to the political and cultural issues of different countries in the Hispanic world. Based on these particular contexts, communities, and identities, we will try to answer the question why these women’s issues happened in those regions and within specific communities. Students will be expected to engage in critical discussions and engage with invited speakers. Students will be given the opportunity to connect and contrast these issues with their own cultural experience. The course will be student-centered, with mandatory participation. Classes will employ a discussion format led by the instructor.

*This course fulfills the Cross-Cultural Awareness of General Education Requirements for the Dietrich School of Arts & Sciences.

* R Rating Disclaimer:
Many of the films that we will view this semester are rated ‘R’ or are unrated, and contain what may potentially be considered objectionable violence, language, and sexuality. If you foresee an objection to viewing any of the scheduled films, then I encourage you to see me immediately to arrange alternative assignments. We may use this potentially objectionable material as a platform for critical discussion.
**COURSE OBJECTIVES**

By the end of this course, students will:

- Develop a critical perspective of the female body and women’s health within the Hispanic world through the exploration of literature and visual culture.
- Acquire a better understanding regarding current debates in women’s health rights within their particular cultural contexts across the Hispanic world.
- Be able to better understand women’s health issues by comparing and contrasting different Hispanic countries, communities, and identities to the United States.
- Improve writing, research, and public speaking skills in Spanish.
- Enhance “visual literacy” skills by learning to interpret images from films and photographs and make connections between the images and texts.

**REQUIRED COURSE MATERIALS**

- Other required materials texts will be available on Canvas.
- The majority of films will be available via Kanopy (through students’ Pitt account) and Canvas. Occasionally, films may need to be found online or at Hillman Library.
  Note: selected movies may be subject to change based on continued availability.

**RECOMMENDED TEXTS**


**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98%</td>
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<tr>
<td>A</td>
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**ASSESSMENT COMPONENTS**

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
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<tr>
<td>Discussion board</td>
<td>10%</td>
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<tr>
<td>One group oral presentation</td>
<td>18%</td>
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<tr>
<td>1 short composition</td>
<td>15%</td>
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<tr>
<td>Community Outreach Project and Written Report</td>
<td>22%</td>
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<tr>
<td>Final paper</td>
<td>20%</td>
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**Participation (15%)**: Students must read or view the required materials (movies) before class time. Some readings are suggested and not required to read (details in the schedule below). Active contributions to the instructor’s questions and comments are expected. Students will be graded based on their active participation in class activities and consistent use of Spanish*.

Respectful behavior will be graded as well. Students should be attentive, must avoid distractions during class time, and must respect other students’ perspectives.

Since the majority of class time will be dedicated to discussion, students are expected to attend every class and to participate consistently, actively, and thoughtfully. Attendance will be taken every class.

**COVID-19 policy**: There will be ample flexibility should COVID-related conditions arise in which students are unable to attend classes, whether for one class session or for an extended period. Accommodations will be made on a case-by-case basis, but asynchronous options may be provided, and the expectations for participation may be adjusted.

Students will do two self-evaluations of their participation (mid-semester/end of the semester). These self-evaluations will consider the amount of pertinent class participation, completion of assignments, attention and participation during class presentations, and a reflection regarding ways to improve participation and engagement.

*Sharing personal information related to the course is entirely voluntary. Regardless of our gender identities and experiences, many of us have personal experiences relevant to different topics in this course. I am committed to building and maintaining a supportive learning environment, and you are welcome to share relevant personal experiences during discussion of content, as this can enrich learning. However, sharing of this type is completely voluntary, and no-one should feel any pressure to share personal information if it makes them feel uncomfortable.*

**Discussion Board (10%)**: By every other Tuesday at 8:30 AM, with some exceptions, students must post a comment in the discussion board section on Canvas. These comments should be a full complete paragraph about any of the topics examined during the prior weeks. Students will either provide their opinions with solid arguments on any of the facts discussed in class or answer a question raised by the instructor, if so. Students should also read their classmates’ reactions and
comment two of them. The rubric for this assignment will consider the correct use of Spanish (in terms of grammar and coherence) and analytical thinking. The discussion board will be followed-up during class every other Tuesday, starting on Tuesday Jan. 17, 2023.

**Oral Presentation (In groups of 3 students) (18%)**: For this presentation, students should research and present a relevant current topic related to science, medicine, public health or women’s health in a specific country in the Hispanic world, in 15 minutes. This presentation should be dynamic and interactive, which means that the rest of the audience will have the opportunity to participate through questions the presenters will have for them.

The presentation should have these parts: a) Introduction of the topic and meaning of new/technical words; b) Explanation of the relevance of the topic within the specific Hispanic country; c) Approach to the topic through with at least three different perspectives; d) Give your opinion; e) Conclusions; f) Questions for your classmates.

Feel free to organize group dynamics (breaking-ice activities) and include multimedia support (power-point/prezi presentation; videos; or other helpful materials to illustrate your topic). Please, use these materials as supporting resources but **do not read your presentation or your grade will be penalized**. Please consult with the instructor about the topic you want to present as it has to be approved with time in advance. The first oral presentation will take place Tuesday Jan. 31, 2023.

You can consult several online magazines and newspapers for more information on the Hispanic countries. Some newspapers include the following ones:

- https://cimacnoticias.com.mx/ [MEX]
- http://www.clarin.com [ARG]
- http://www.elcomercio.com [ECU]
- http://www.el pais.es [ESP]

**Short composition (15%)**: In this course, you will compose 1 brief composition (3 pages) about any of the topics of the materials reviewed in class up to this point of the semester. The composition is not a simple summary or just information about the topics but your personal analysis about the chosen issue. Rubric will mostly consider your analysis with proper argumentation, structure of the essay and correct use of Spanish. Consult with the instructor about the topic you want to analyze, with time in advance. Deadline: Tuesday March 16, 2023 by 11:59 PM.

**Community Outreach Project (Midterm-In groups of 3 students) (22%)**: For this project, students must do research about an institution or non-profit organization, related to Latino women in the US or in Latin America. Then, students have to contact the institution and make arrangements to get involved in a workshop, through volunteer or attending an event (in person, or via Zoom in the case of organizations outside Pittsburgh) in order to delve deeply into
the organization goals and perspectives. Students should provide proof that they actually got involved with the institution (screenshots of the event or volunteering) (you will find a list of possible institutions for this project in the last pages of this syllabus). It is beneficial to start working on this as early as possible in the semester, so students are able to contact the place. This project must have 2 parts: A written report and presentations.

For the written report (one per group, around 4-5 pages), students will:
1. Summarize how the institution is organized and its purpose in facilitating services to Latino Women.
2. Describe their involvement with the institution and the content of the event (through a workshop/lecture/talk/interview).

Presentation: In an 8 minutes presentation, groups will share their project to the class. To present, follow the written report guidelines using PowerPoint.

Presentations day: Tuesday Feb. 28, 2023 and Thursday March 2, 2023. Deadline for the written report of this assignment: Friday March 3, 2023 by 11:59 PM.

Final paper (5-7 pages) (20%): For the final paper, you must write about one of the topics covered in class by combining documentaries/movies and readings we analyzed in class. You must add extra sources of your own personal research and make your own interpretation about the topic in question. You must to have an outline of your paper for the last of week of classes, so you can discuss about it with your classmates and the instructor. Deadline: Monday April 24, 2023.

*More details about the semester assignments will be announced through our Canvas site.*

**Useful Resources**

The Spanish Writing Center (1302B, Cathedral of Learning):
The instructors at the Writing Center are available for grammar-related questions, to practice conversation, etc. Check its webpage to contact them:
https://www.hispanic.pitt.edu/undergraduate/spanish/spanishportuguese-writing-center
Class Policies

Classroom Conduct:
All students deserve a safe and welcoming learning environment. Any behavior that the professor considers disruptive to the productivity of the class warrants the removal of the offending student from the classroom. All students in this course are expected to conduct themselves in accordance with the Pitt Promise and its pledge of civility by committing to respect the sanctity of the learning environment and avoid disruptive and deceitful behavior toward other members of the class, including the professor. This means respecting the rights and sensitivities of those who are different and contributing to an academic culture where the freedom of thought and expression and compassion for others are equally valued.

Disability Services/Accessibility: If you have special needs or a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic integrity: Students in this course will be expected to comply with the University of Pittsburgh’s Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators. To learn more about Academic Integrity, visit the Academic Integrity Guide for an overview of the topic. For hands-on practice, complete the Understanding and Avoiding Plagiarism tutorial.

To ensure academic integrity and stylistic coherence, all written work should carefully follow MLA (Modern Language Association) style for scholarly literary work, as outlined in the *MLA Handbook for Writers of Research Papers* and at the Purdue Online Writing Lab.

It is recommended that you visit the Spanish Writing Center throughout the semester for assistance with writing questions, which may include organization/preparation, style, vocabulary, and grammar, or for conversation practice. Please note, however, that tutors at the Writing Center are not your editors and are not permitted to write, edit, or correct any part of your written assignments for this course. An extensive outside help (SWC, Spanish-speaking friends and family, tutors, online translators, and other sources) is not permitted without prior approval.

Furthermore, you may be asked to submit written assignments via Turnitin or a similar software. Students agree that by taking this course all required papers may be subject to submission for textual
similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be
included as source documents in the Turnitin.com reference database solely for the purpose of
detecting plagiarism of such papers. Use of Turnitin.com page service is subject to the Usage Policy
and Privacy Pledge posted on the Turnitin.com site.

**Email communication:** Each student is issued a University e-mail address (username@pitt.edu)
upon admittance. This e-mail address may be used by the University for official communication with
students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read
and react to University communications in a timely manner does not absolve the student from
knowing and complying with the content of the communications. The University provides an e-mail
forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail,
AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another
address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the
student from responding to official communications sent to their University e-mail address. To
forward e-mail sent to your University account, go to [http://accounts.pitt.edu](http://accounts.pitt.edu), log into your
account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to
log out of your account when you have finished. (For the full E-mail Communication Policy, go
to [www.bc.pitt.edu/policies/policy/09/09-10-01.html](http://www.bc.pitt.edu/policies/policy/09/09-10-01.html).)

**Diversity, inclusion, and privacy:** The University of Pittsburgh does not tolerate any form of
discrimination, harassment, or retaliation based on disability, race, color, religion, national origin,
ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran
status, or gender identity or other factors as stated in the University’s Title IX policy. The University
is committed to taking prompt action to end a hostile environment that interferes with the
University’s mission. For more information about policies, procedures, and practices, see:
ask that everyone in the class strive to help ensure that other members of this class can learn in a
supportive and respectful environment. If there are instances of the aforementioned issues, please
contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing titleixcoordinator@pitt.edu.
Reports can also be filed online: [https://www.diversity.pitt.edu/make-report/report-form](https://www.diversity.pitt.edu/make-report/report-form). You may
also choose to report this to a faculty/staff member; they are required to communicate this to the
University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you
may also contact the University Counseling Center (412-648-7930).

In this class, we use language—to the best of our abilities in a grammatically gendered language—
that is gender-inclusive and non-sexist, that is, that affirms and respects how people describe,
express, and experience their gender and other identities. Students may share their preferred
pronouns at any point during the semester (in English and/or in Spanish) and names, and these
identities and expressions will be honored. Students are also welcome to explore inclusive grammar
and vocabulary in their participation and assignments, despite the fact that the RAE does not
acknowledge it as “correct” Spanish.
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, and/or activities without the advance written permission of the instructor. Any such recording, properly approved in advance, may be used solely for the student’s own private use. The course may be recorded for the use of students participating asynchronously or for observation purposes with the students’ and instructor’s prior consent.

**Health and safety:** In the midst of this pandemic, it is extremely important that you abide by public health regulations and University of Pittsburgh health standards and guidelines. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](http://coronavirus.pitt.edu) and check your Pitt email for updates before each class.

**Take care of yourself:** Do your best to maintain a healthy lifestyle this semester. Despite what you might hear, using your time to take care of yourself—including for relaxation, sleep, and hobbies—will actually help you achieve your academic goals more than spending too much time studying. All of us benefit from support and guidance during times of struggle. There are many helpful resources available at Pitt. An important part of the college experience is learning how to ask for help. Take the time to learn about all that’s available and take advantage of it. Ask for support sooner rather than later – this always helps. If you or anyone you know experiences any academic stress, difficult life events, or difficult feelings like anxiety or depression, we strongly encourage you to seek support. Consider reaching out to a friend, faculty or family member you trust for assistance connecting to the support that can help. The University Counseling Center is here for you: call 412-648-7930 and visit their website. If you or someone you know is feeling suicidal, call someone immediately, day or night: University Counseling Center (UCC): 412 648-7930 University Counseling Center Mental Health Crisis Response: 412-648-7930 x1 Resolve Crisis Network: 888-796-8226 (888-7-YOU-CAN)

If the situation is life threatening, call the Police: On-campus: Pitt Police: 412-268-2121 Off-campus: 911

### COURSE CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Week 1. Introduction to the Course. Puberty and Perspectives About Menstruation</strong></td>
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</table>
| Tue. 1/10 | - Introduction to the class.  
- Article “Prácticas de salud y construcción del cuerpo femenino” by Betina Hillesheim (optional reading)  
**Discussion:** Serranos’ perspective about menarche and introducing menstruation to pre-teens in Spain, compared to the US. |
| Th. 1/12 | - Analysis of an excerpt of comic book *Coñodramas*, by Moderna de Pueblo |
**Week 2. Love, Sexuality and Sexual Orientation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>Tue. 1/17</td>
<td>- Discussion board follow-up</td>
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<td>- Discussion of excerpt of the comic book <em>Coñodramas</em> (“My Romantic Love”), de Moderna de Pueblo (Spain).</td>
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<td>- Discussion of excerpts from the book “Lo romántico es político”, by Coral Herrera Gómez (optional reading).</td>
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<td><em>Discussion</em>: Beliefs about menstruation across different communities and countries (Argentina and Perú).</td>
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<td>Th. 1/19</td>
<td>- Discussion of the film, <em>Las mil y una</em>, by Clarisa Navas (Argentina) (Amazon Video or Youtube)</td>
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<td><em>Discussion</em>: Being a lesbian in different Latin American communities. Race and class implications.</td>
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**Reproduction**

**Week 3. Pregnancy and Motherhood**

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<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>Tue. 1/24</td>
<td>- Discussion of <em>La hija única</em>, by Guadalupe Nettel (Mexico)</td>
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<td><em>Discussion</em>: Experiencing pregnancy and unexpected outcomes. Demystifying motherhood.</td>
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<tr>
<td>Th. 1/26</td>
<td>- Discussion of <em>La hija única</em>, by Guadalupe Nettel (Mexico)</td>
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<td><em>Discussion</em>: Experiencing pregnancy and unexpected outcomes. Demystifying motherhood.</td>
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**Week 4. “No madres” and Abortion**

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<th>Date</th>
<th>Events</th>
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<tr>
<td>Tue. 1/31</td>
<td>- Discussion board follow-up</td>
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<td>- Viewing of the documentary <em>Las “NoMO”, las mujeres que no quieren ser mamá.</em></td>
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<td><em>Discussion</em>: Being a “NoMo” in the Hispanic World (a contrast between class and race) vs. the US.</td>
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<td>Th. 2/02</td>
<td>- Discussion of movie <em>Invisible</em> by Pablo Giorgelli and the article “Human Rights and the Right to Abortion in Latin America” by Alejandra Zúñiga-Fajuri (optional reading).</td>
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<td><em>Discussion</em>: Abortion as an illegal procedure in several countries in Latin America. Health rights and women’s activism.</td>
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**Group Presentation #1**

**Week 5. Infertility and Treatments**

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<th>Date</th>
<th>Events</th>
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<tbody>
<tr>
<td>Tue. 2/07</td>
<td>- Discussions of Prólogo, chapters 1 and 6 from book <em>El deseo más grande del mundo</em>, by Luciana Mantero (Argentina).</td>
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<td><em>Discussion</em>: The psychological impact of fertility treatments</td>
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### Week 6. Obstetric Violence and Forced Sterilizations

**Tue. 2/14**
- *Guest speaker: Violencia obstétrica y parto respetado (Dra. Ana Lucía Martínez/Ecuador) (Zoom)*
  - Discussion of “Violencia obstétrica y de género mediante la medicalización del cuerpo femenino” (Flavio Salgado y Marinelli Díaz)

**Th. 2/16**
- Discussion of documentary *No más bebés*, by Renee Tajima-Peña. 
  *Discussion: Forced sterilizations and obstetric violence as gender and racial discrimination.*

### Week 7. Breast Cancer

**Tue. 2/21**
- Analysis of poem “Voy a dormir” by Alfonsina Storni
- Discussion of the article, “Sexualidad, cuerpo y duelo: experiencia clínica con mujeres diagnosticadas con cáncer ginecológico o de mama” (Victoria Lince, testimonies)
  *Discussion: Cultural and psychological implications of breast cancer.*

### Week 8. Projects/Femicide

**Tue. 2/28**
- Presentations of mid-term projects.

**Th. 3/02**
- Presentations of mid-term projects (cont.).
- Discussion of film *Ruido*, by Natalia Beristain (Mexico) (Netflix). 
  *Discussion: Violence, femicide, and activism in Mexico.*

- *Mid-semester self-evaluation in class.*

### Spring Break! (No classes)

### Week 9. Mental Health: Dealing with Eating Disorders and Obesity

**Tue. 3/14**
- Discussion board follow-up
- Discussion of the short story, “Verde en el borde”, by Andrea Maturana
Span 1459. Prof. Paola Calahorrano  11

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tbody>
<tr>
<td>Th. 03/16</td>
<td><strong>Discussion:</strong> Social implications of bulimia.</td>
<td><em>(Chile) and the Chapter 5 from the book <em>What is Eating Latin American Women Writers</em> By Renée Scott (Disorderly Eating) (optional reading)</em>.</td>
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<td><strong>Discussion of article</strong> “De la patología y el pánico moral a la autonomía corporal: gordura y acceso a la salud bajo el neoliberalismo magro” <em>(Salud feminista)</em> (Laura Contrera) and excerpts from <em>Acepta y vuela. De odiarme a amarme sin medida</em>, by Mara Jiménez (Spain).</td>
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<td>* Short Composition deadline, by 11:59 PM.</td>
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<td><strong>Week 10. Mental Health and Disability</strong></td>
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<td>Tue. 3/21</td>
<td>- <strong>Discussion of</strong> “La salud mental agredida” from chapter <em>Las agresiones a la salud de las mujeres</em>, from book <em>Mujeres invisibles para la medicina</em> (Carme Valls Llobet)</td>
<td><em>Discussion: Implications of life pressures on women's mental health and medical diagnosis.</em></td>
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<td>* Group Presentation #5</td>
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<td>Th. 3/23</td>
<td>- <strong>Discussion of speech</strong> “Teoría de la mujer enferma” by Johanna Hedve.</td>
<td><em>Discussion: a manifesto for women with chronic illness</em></td>
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<td><strong>Aging</strong></td>
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<td><strong>Week 12. Menopause</strong></td>
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<td>Tue. 3/28</td>
<td>- <strong>Analysis of the poem</strong> “Menopausia”, by Gioconda Belli (Nicaragua)</td>
<td><em>Discussion: How could we “depathologize” menopause?</em></td>
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<td>- <strong>Discussion of article</strong> “¿Y si perdiéramos el miedo a la menopausia?” <em>(El País)</em></td>
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<td>* Group Presentation #6</td>
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<td>Th. 3/30</td>
<td>- <strong>Discussion of excerpts from the book</strong> <em>Nuestra menopausia, una versión no oficial</em>, by Anna Freixas</td>
<td><em>Discussion: New perspectives on menopause and aging.</em></td>
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<td>* Group Presentation #7</td>
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<td><strong>Week 11: Conception of Body and Sexuality</strong></td>
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<td>Tue. 4/04</td>
<td>- <strong>Discussion board follow-up</strong></td>
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<td>- <strong>Analysis of the poem</strong>, “Vieja”, by Gabriela Mistral (Chile)</td>
<td><em>Discussion: Demystifying old perspectives on aging.</em></td>
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<td>- **Discussion of excerpts of the book Yo, vieja (Las viejas somos el futuro..) by Anna Freixas</td>
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<td>* Group Presentation #8</td>
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<td>Th. 4/06</td>
<td>- <strong>Discussion of the movie</strong>, <em>Candelaria</em>, by Jhonny Hendrix Hinostroza (Colombia) and excerpts of the book <em>Yo, vieja (Viejas sin reglas)</em> by Anna Freixas</td>
<td><em>Discussion: Sexuality is not only enjoyed by young women!</em></td>
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<td><strong>Week 13. Adultas mayores “rebeldes” and Revolutionary Grandmothers</strong></td>
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<td>Tue. 4/11</td>
<td>- <strong>Discussion board follow-up</strong></td>
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<td>- **Discussion of excerpts of the book Yo, vieja, by Anna Freixas</td>
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* Group Presentation #9

| Th. 4/13 | Discussion of article “Abuelas De Plaza De Mayo- Breakthrough DNA Advances in the Fight for Human Rights” (Kelly Suero)
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| Discussion: Science and women! |

**Week 14. Conclusions and Final Paper Presentations**
(Tue. 04/18 - Th. 04/20)

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## Organizations in the US and Latin America

- **Casa de Esperanza**: Mobilize Latinas and Latin@ communities to end domestic violence in the twin cities (Saint Paul and Minneapolis, MN.) [https://casadeesperanza.org/](https://casadeesperanza.org/)

- **Casa de la Familia**: The mission is to address the mental health needs of individuals of all ages who have suffered a psychological trauma in a culturally relevant manner with dignity, compassion and mutual respect. Los Angeles, CA. [https://casadelafamilia.org/](https://casadelafamilia.org/)

- **Líderes Campesinas**: Mission: The mission of Líderes Campesinas is to develop leadership among campesinas so that they serve as agents of political, social and economic change in the farmworker community. California. [http://www.liderescampesinas.org](http://www.liderescampesinas.org)


- **VIP Mujeres**: Mission: To promote nonviolent partner relationships, familias, and communities through raising awareness, activism, and culturally competent services that are respectful of each survivor's right to self-determination. New York City, NY. [https://www.vipmujeres.org/](https://www.vipmujeres.org/)

- **Voces Latinas**: Mission: To reduce the rate of HIV transmission among immigrant Latinas by empowering, educating and providing leadership and advocacy training to enable them to make healthier decisions for themselves and their families. Queens, NY. [http://voceslatinas.org/](http://voceslatinas.org/)

- **Asociación Internacional de Familias por la Diversidad Sexual (FDS)**: La FDS es una organización que tiene como meta mantener la unidad familiar, luchando por la seguridad y el bienestar de sus miembros gays, lesbianas, bisexuales y transgéneros; dando apoyo para que puedan enfrentar una sociedad hostil; promoviendo la información y la educación como herramientas para erradicar el odio, la desinformación, el prejuicio, la homofobia y todas las formas de discriminación conexas. [https://familiasporladiversidad.org/](https://familiasporladiversidad.org/)

- **National Conference of Puerto Rican Women**: Mission: Preserving our heritage and rights through mentorship and leadership for a better tomorrow. [http://www.nacoprw.org/](http://www.nacoprw.org/)
- **National Hispanic Council on Aging:**
  Mission: To improve the lives of Hispanic older adults, their families and their caregivers.

- **Translatin@ Coalition:** Advocate for the specific needs of Trans Latin@ immigrants who reside in U.S. and plan strategies that would improve their quality of life.
  [https://www.translatinacoalition.org/](https://www.translatinacoalition.org/)

- **National Latina Institute for Reproductive Justice:** Core Values: We strive for Latinas/xs to live with dignity about our sexualities and genders. Driven by a reproductive justice framework, we build power in Latina/x communities to exercise autonomy over our bodies and secure equal access to reproductive health as a human right.
  [https://www.latinainstitute.org/en/who-we-are](https://www.latinainstitute.org/en/who-we-are)

- **CLADEM, Comité de América Latina y el Caribe para la Defensa de los Derechos de la Mujer:** una red de mujeres y de organizaciones de mujeres que en toda América Latina y el Caribe estamos empeñadas en unir nuestros esfuerzos para lograr una efectiva defensa de los derechos de las mujeres en nuestra región.
  [https://cladem.org/](https://cladem.org/)

- **Federación de Asociaciones de Mujeres Separadas y Divorciadas:** Los fines de esta organización parten de la transmisión a las mujeres de los valores y principios de igualdad como base esencial para que ésta alcance en la sociedad el lugar que, como ser humano, le corresponde. En la mayoría de los casos la mujer parte de una situación desigual a la hora de afrontar la separación o el divorcio.
  [https://www.separadasydivorciadas.org/historia-federacion/](https://www.separadasydivorciadas.org/historia-federacion/)

- **Mujeres para la salud:** La Asociación de Mujeres para la Salud de Madrid (AMS) es una organización no gubernamental, sin ánimo de lucro, dedicada a elaborar, promocionar y difundir una concepción de la salud de las mujeres desde una perspectiva de género.
  [https://www.mujeresparalasalud.org/](https://www.mujeresparalasalud.org/)

- **Fundación para Estudio e Investigación de la mujer (FEIM):** organización no gubernamental Argentina, sin fines de lucro, creada en 1989 por un grupo de mujeres profesionales especialistas en género para mejorar la condición social, laboral, educacional, legal, política, económica y de salud de mujeres, niñas, adolescentes y jóvenes.

- **Enlace Continental de Mujeres Indígenas de las Américas, ECMIA:** Nuestra misión es articular a las organizaciones de mujeres indígenas, jóvenes y de organizaciones mixtas del continente, visibilizándolas e incidiendo en espacios y procesos de decisión para la defensa y conquista de sus derechos, guiadas por la cosmovisión de los pueblos indígenas en un continente pluricultural.

- **Red Mujer:** La Red está constituida por instituciones y mujeres comprometidas con la promoción de los derechos de las mujeres y con una mayor equidad de género en el campo del hábitat.
  [https://www.redmujer.org.ar/](https://www.redmujer.org.ar/)

- **Red de Salud de las Mujeres Latinoamericanas y del Caribe:** Esta red ha cimentado la construcción de una Agenda Política basada en los derechos humanos y los postulados feministas que atienden las reivindicaciones, propuestas y desafíos de las mujeres en su
lucha histórica por el derecho a decidir sobre su cuerpo y el destino de sus vidas. https://redesalud.org/es/inicio

- **Subversivas**: Iniciativa nicaraguense para visibilizar las realidades que enfrentan las mujeres activistas durante su ejercicio político, desde la perspectiva feminista. https://www.subversivas.com/

- **Fundación Cermi Mujeres**: La Fundación CERMI MUJERES es una organización sin ánimo de lucro cuyo objetivo fundamental es favorecer las condiciones para que las mujeres y niñas con discapacidad, así como las mujeres y madres asistentes de personas con discapacidad, puedan disfrutar plenamente y en igualdad de condiciones de todos los derechos humanos y libertades fundamentales http://www.fundacioncermimujeres.es/es

- **Red por los Derechos Sexuales y Reproductivos (ddeser)** es una red ciudadana, mexicana, integrada por mujeres y jóvenes activistas, comprometida con la construcción de una sociedad que viva, difunda, defienda, exija y vigile el respeto a los derechos sexuales y reproductivos. Esto se traduce en el derecho a elegir cómo, cuándo, dónde y con quién ejercer la sexualidad, incluyendo el acceso al aborto legal y seguro. https://www.ddeser.org/?p=7

- **Unión Latinoamericana contra el Cáncer de la Mujer**: https://www.ulaccam.org/

- **Centro Nacional de Equidad de Género y Salud Reproductiva**: Órgano rector que contribuye a incorporar la perspectiva de género en salud y a mejorar la salud sexual y reproductiva de la población a través de programas y acciones sustentadas en evidencias científicas, mejores prácticas y las necesidades de salud de la población, con un sentido humanitario y compromiso social, en un marco de participación social y de respeto a los derechos humanos. https://www.gob.mx/salud/cnegsr

- **Red de Mujeres Afrolatinoamericanas**: Esta Red surgió como parte del cuestionamiento y la ausencia de las mujeres afrodescendientes al interior del movimiento de mujeres y feministas, en los que había falta de comprensión de la diversidad, incluyendo la diversidad racial al interior de los movimientos. http://www.mujeresafro.org/

- **Comunidad Internacional de Mujeres viviendo con Sida**: http://icwlatina.org/

In Pittsburgh:

- **Maya Organization**: MAYA’s mission is to provide education and promote the healing process in order to enable women and families to break the cycle of generational trauma and foster the optimal physical and mental development of their children. https://www.mayaorganization.org/