

COURSE OUTLINE
GNDS 215 – INTRODUCTION TO SEXUAL AND GENDER DIVERSITY
QUEEN'S UNIVERSITY
WINTER 2012

Instructor: Melissa Houghtaling

Class time and location:
Fridays 11:30-1:30, Dupuis Auditorium

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COURSE DESCRIPTION AND OBJECTIVES

This course is an introduction to studies in sexuality and gender diversity and is designed to familiarize students with a myriad of theories and topics in the field. Students will learn about contemporary theories on Lesbian, Gay, Bisexual, Trans, and Queer identities; consider how sexuality and gender intersect with other aspects of identity such as race, age, and the bodily self; examine some of the research and debates about sex work and pornography; and explore the sexual and gender diversity in animals. This course is open to all students but required for students enrolled in the Certificate in Sexual and Gender Diversity.

Let's Talk About Sex...

As a course about sexuality and gender diversity, much of what we will read, think about, and discuss will be explicit, sensitive, perhaps embarrassing, and often controversial. At the same time, this material can prove to be quite interesting and very thought-provoking! Students are encouraged to engage critically with the course material, and differences in thought are bound to occur. However, it is imperative that students *respect* others' views and experiences and not resort to personal attacks in class discussions. Sexist, heterosexist, homophobic, lesbophobic, transphobic, biphobic, racist, ageist, ablest, and any other hateful or oppressive remarks will not be tolerated.

REQUIRED COURSE MATERIALS

- GNDS 215 Course Pack – available at the Publishing & Copy Center (P&CC) in the JDUC.
- i>clicker – available at the Campus Bookstore.
- Internet connection to the Queen's University server.

COURSE READINGS

The required readings for this course are found in two places: the Course Pack, sold at the P&CC in the JDUC, and scholarly journals available to you online. In order to access the journal articles, you must be connected to the Queen's server (either on or off campus) and have Adobe Reader installed on the computer you use to retrieve the readings.

COURSE EVALUATION

Mid-term examination – 30%

Participation – 15%

Reading quizzes – 20%

Literature Review – 35%

Mid-Term Examination: 30%

The mid-term exam will take place in lecture on **Friday, March 2, 2012**. The format will be short essay, and the exam will cover all course material (from the assigned readings and lectures) **from weeks 2 to 6 inclusive**. More details will follow in class.

Participation: 15%

Participation points are earned in two ways: responding to i>clicker questions/polls posed in lectures, and attending and participating in tutorials. Tutorials are the place to further discuss the course readings and topics brought up in lectures, raise questions about concepts and theories, and receive closer instruction about the content of the course in order to help you to develop a strong(er) grasp of the course material. Attendance will be taken in tutorials, and students are expected to both attend *and* participate. Check with your specific TA as to whether or not s/he wishes to be notified about missing a tutorial.

Reading Quizzes: 20% (best 5 out of 7; each quiz worth 4%)

The purpose of the reading quizzes is to help students keep up with the readings on an on-going basis, to assess comprehension of the text, and to ensure students are prepared for class. Questions are based strictly on the readings due for that class, and I have indicated on the Course Schedule (pg 6) which lectures will begin with a reading quiz. Quizzes will be conducted via the i>clicker and will be in Multiple Choice and True/False format. **Reading quizzes cannot be made up outside of class.**

There will be a **total of seven (7) reading quizzes throughout the term, and your top five (5) quiz marks will count towards your final grade**. Each quiz is therefore worth 4% each, for a total of 20% of your final grade. If you complete less than five (5) quizzes, your final mark will be based on the quiz marks you do have plus a zero (0) for each missed quiz. For example, if you are present for only three quizzes throughout the term, your mark will be based on those three quiz marks plus two zeros.

Literature Review – 35%

The final paper in this course will be an **8-10 page literature review** of a specific topic in the field of Sexuality and Gender Studies that you would like to explore. The paper will be **due Wednesday, April 11, 2012**, and is to be submitted via the Gender Studies Dropbox. Further details about the literature review will be discussed in class.

EXTENSIONS

Extensions and make-up exams will only be granted in exceptional cases and with the proper documentation (medical or otherwise). Extensions are to be requested through the INSTRUCTOR only and not through your teaching assistant.

ATTENDANCE

Students are expected to attend all lectures, although attendance will not be taken. While I understand many students are also employed and/or are engaged in activities outside of academics, it is important not to lose sight of the reason for being in university. For this reason I remind you to properly prioritize and balance your commitments.

Nevertheless, it is not unusual to have to miss a class from time to time due to illness or crisis. If you do miss a lecture, it is your responsibility to find out from others in class what you missed. Given there are 200+ students in this course, please do **NOT** call or email the instructor if you are unable to attend a lecture. NB: Missed reading quizzes cannot be made up outside of class.

EMAIL CORRESPONDENCE

Important announcements and information pertaining to this course will be communicated through email. Please be sure to check your Queen's account regularly or have your mail forwarded to an email account you do check.

Email can be a fast and practical way to manage some types of communication, however, it is not suitable for all types of inquiries. Please do not email the instructor or teaching assistants about room location, reading requirements, and other standard information that is readily available to you from other sources. As well, please do not use email to ask about complex concepts or theories – these types of questions should be reserved for tutorials, lectures, or office hours. The following are a few additional notes regarding email correspondence for this course:

- Make sure **GNDS 215** appears in the subject heading when emailing the instructor or your teaching assistant;

- Do not send the instructor or your TA emails that resemble text messages – this is not an appropriate form of communication in university. Include a salutation in your message, spell out words, and be sure your name appears in the closing;
- Please allow 72 hours for the instructor and teaching assistants to respond to your email.

TECHNOLOGY

Technology in the classroom can enhance the learning experience and work as a creative means toward facilitating class discussion. It can also be an incredible distraction and divert students' attention away from the lectures. For these reasons I ask students to respect the following:

- Please turn off or silence cell phones, blackberries, and any other communication device before the beginning of class.
- I will permit the use of laptops and other portable word processing devices in class so long as they are used only to take notes or access course material – in other words, no checking facebook, surfing the web, playing solitaire, instant messaging, etc. *I reserve the right to prohibit students from bringing laptops to class if we find they are being used for activities unrelated to this course.*

ACADEMIC INTEGRITY

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see www.academicintegrity.org). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University.

(see the Senate Report on Principles and Priorities

<http://www.queensu.ca/secretariat/policies/senateandtrustees/principlespriorities.html>)


Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see *Academic Regulation 1* <http://www.queensu.ca/artsci/academic-calendars/2011-2012-calendar/academic-regulations/regulation-1>), on the Arts and Science website (see <http://www.queensu.ca/artsci/academics/undergraduate/academic-integrity>), and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

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This material is copyrighted and is for the sole use of students registered in GNDS 215. This material shall not be distributed or disseminated to anyone other than students registered in GNDS 215. Failure to abide by these conditions is a breach of copyright, and may also constitute a breach of academic integrity under the University Senate’s Academic Integrity Policy Statement.

GRADING SYSTEM

In May 2011, Queen’s University Senate adopted the use of letter grades and their grade point equivalents on a 4.3 scale. The Department of Gender Studies has agreed to use the “Letter in, Letter out” grading scheme. All components of this course will receive letter grades which, for the purposes of calculating your course average, will be translated into numerical equivalents using the Faculty of Arts and Science approved scale:

<i>Arts & Science Letter Grade Input Scheme</i>			<i>Queen’s Official Grade Conversion Scale</i>	
Assignment Mark	Numerical Value to Calculate Final Mark		Numerical Course Avg. (Range)	Grade
A+	93	Your course average will then be converted to a final letter grade according to Queen’s Official Grade Conversion Scale: 	90-100	A+
A	87		85-89	A
A-	82		80-84	A-
B+	78		77-79	B+
B	75		73-76	B
B-	72		70-72	B-
C+	68		67-69	C+
C	65		63-66	C
C-	62		60-62	C-
D+	58		57-59	D+
D	55		53-56	D
D-	52		50-52	D-
F48 (F+)	48		49 and below	F
F24 (F)	24			
F0 (0)	0			

COURSE SCHEDULE

Week	Date (Fri.)	Topic
1	Jan. 13	Introduction to course
2	Jan. 20	Constructions of Heteronormativity and Gender
3	Jan. 27	Queer Theory, Queer Politics <i>*Reading quiz</i>
4	Feb. 3	Transgender, Transsex, and Intersex <i>*Reading quiz</i>
5	Feb. 10	Sexual and Gender Diversity in Youth <i>*Reading quiz</i>
6	Feb. 17	Intersections of Sex/Gender with Race and Class <i>*Reading quiz</i> Film: "Paris is Burning"
--	Feb. 24	<i>[Reading Week]</i>
7	Mar. 2	* Mid-term Exam *
8	Mar. 9	Femme and Femme/phobia
9	Mar. 16	Corporeality of Sexual and Gender Diversity <i>*Reading quiz</i>
10	Mar. 23	Sex Work and Pornography <i>*Reading quiz</i>
11	Mar. 30	Sexual Diversity in Animals <i>*Reading quiz</i>
12	Apr. 6	<i>No Class – Good Friday</i>

SCHEDULE OF READINGS

Jan. 20 – Constructions of Heteronormativity and Gender

- Rich, Adrienne. 1980. "Compulsory Heterosexuality and Lesbian Existence." *Signs* 5(4): 631-660.
- Rubin, Gayle [1984/1997]. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." Pp. 151-187 in *Culture, Society and Sexuality: A Reader*, edited by R. Parker and P. Aggleton. London: Routledge.
- Weeks, Jeffrey. [1981] 1997. "Discourse, Desire and Sexual Deviance. Some Problems in A History of Homosexuality." Pp. 125-149 in *Culture, Society and Sexuality: A Reader*, edited by R. Parker and P. Aggleton. London: Routledge. **Online as e-book**

Jan. 27 – Queer Theory, Queer Politics

- Giffney, Noreen. 2009. "Introduction: The 'q' Word." Pp. 1-13 in N. Giffney and M. O'Rourke (eds.) *The Ashgate Research Companion to Queer Theory*. Surrey, England: Ashgate Publishing Limited.
- Nash, Catherine Jean and Alison Bain. 2007. "'Reclaiming Raunch?' Spatializing Queer Identities at Toronto Women's Bathhouse Events." *Social & Cultural Geography* 8(1): 47-62.
- Warner, Michael. 2001. "What's Wrong with Normal?" Pp. 41-80 in *The Trouble with Normal. Sex, Politics, and the Ethics of Queer Life*. Cambridge, MA: Harvard University Press.

Feb. 3 – Transgender, Transsex, and Intersex

- Fausto-Sterling, Anne. 2000. "Of Genders and Genitals." Pp. 45-77 in *Sexing the Body. Gender Politics and the Construction of Sexuality*. New York: Basic Books.
- Meyerowitz, Joanne. 1998. "Sex Change and the Popular Press. Historical Notes on Transsexuality in the United States, 1930-1955." *GLQ: A Journal of Lesbian and Gay Studies* 4(2):159-187.
- Stryker, Susan. 2008. "An Introduction to Transgender Terms and Concepts." Pp. 1-30 in *Transgender History*. Berkeley, CA: Seal Press.

Feb. 10 – Sexual and Gender Diversity in Youth

- Gottschalk, Lorene. 2003. "Same-sex Sexuality and Childhood Gender Non-conformity: a spurious connection." *Journal of Gender Studies* 12(1): 35-51.
- Meyer, Elizabeth J. and David Stader. 2009. "Queer Youth and the Culture Wars: From Classroom to Courtroom in Australia, Canada and the United States." *Journal of LGBT Youth* 6(2-3): 135-154.
- Naugler, Diane. 2010. "Wearing Pink as a Stand Against Bullying: Why We Need To Say More." *Journal of Homosexuality* 57(3): 347-363.

Nicolosi, Joseph and Linda Ames Nicolosi. 2002. "The Prehomosexual Boy." Pp. 33-53 in *A Parent's Guide To Preventing Homosexuality*. Downers Grove, IL: InterVarsity Press.

Feb. 17 – Intersections of Sex/Gender with Race and Class

Hill Collins, Patricia. 2000. "The Sexual Politics of Black Womanhood." Pp. 123-148 in *Black Feminist Thought. Knowledge, Consciousness, and the Politics of Empowerment*, 2nd ed. New York: Routledge.

Taylor, Yvette. 2009. "Complexities and Complications: Intersections of Sexuality and Class." *Journal of Lesbian Studies* 13:189–203.

Walters, K. L., Evans-Campbell, T., Simoni, J. M., Ronquillo, T., & Bhuyan, R. 2006. "My Spirit in My Heart': Identity Experiences and Challenges Among American Indian Two-Spirit Women." *Journal Of Lesbian Studies* 10(1/2): 125-149.

Feb. 24 – (Reading Week – no readings)

Mar. 2 – [MID-TERM EXAMINATION]

Mar. 9 – Femme and Femme/phobia [guest lecture by Ashley Hoskin]

Cohen, Sascha Elise. "Confessions of a Fag Hag Femme". *Visible: A Femmethology, Volume Two*. Homofactus Press, 2009. 127-130. Ed. Jennifer Clare Burke.

Erickson, Loree. 2007. "Revealing Femmegimp: A Sex-Positive Reflection on Sites of Shame as Sites of Resistance for People with Disabilities." *Atlantis: A Women's Studies Journal* 31(2): 42-52. **Online:** <http://femmegimp.org/femmegimp%20files/revealingfemmegimp.pdf>

Marston, Elizabeth. "Rogue Femininity". *Persistence: All Ways Butch and Femme*. Ed. Coyote, Ivan E and Zena Sharman. Arsenal Pulp Press, 2011. 205-208. **Online as e-book**

"Next Generation of Gender Policing." August 11, 2011. *Femme on a Mission*, Online Blog. **Online:** <http://femmeonamission.com/2011/08/11/next-generation-gender-policing/>

"Reclaiming Femme: Queer Women of Colour and Femme Identity." Online Blog. **Online:** <http://writingforstrangers.com/writing/non-fictionopinion/reclaiming-femme-queer-women-of-colour-and-femme-identity/>

Sandoval, Gaby. "Passing Loqueria". *Femme: Feminists Lesbians & Bad Girls*. Ed. Laura Harris and Elizabeth Crocker. New York, London: Routledge, 1997. 170-174.

Serano, Julia. "Introduction". *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Seal Press, 2007. 1-9.

Serano, Julia. "Sexist Interpretations of Femininity". *Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity*. Seal Press, 2007. 325-343.

Spoon, Rae. "Femme Cowboy". *Persistence: All Ways Butch and Femme*. Ed. Coyote, Ivan E and Zena Sharman. Arsenal Pulp Press, 2011. 232-238. **Online as e-book**

Wilson, Josephine. "Not so Much "MTF" as "SPTBMTQFF": The Identification of a Trans Feminist". *Visible: A Femmethology, Volume One*. Ed. Jennifer Clarke Burke. Homofactus Press, 2009. 26-29.

Venicia, Shanay. May 2011. "Rethinking Ideas around Femininity: A Queer Femme of Color's Perspective." *The Scavenger*. **Online:** <http://www.thescavenger.net/glb/rethinking-ideas-around-femininity-a-queer-femme-of-colors-perspective-701.html>

Mar. 16 – Corporeality of Sexual and Gender Diversity

Burgess, Rachel. 2005. "Feminine Stubble." *Hypatia* 20(3):230-237.

Cavanagh, Sheila L. and Heather Sykes. 2006. "Transsexual Bodies at the Olympics: The International Olympic Committee's Policy on Transsexual Athletes at the 2004 Athens Summer Games." *Body & Society* 12(3):75-102.

Pitts, Victoria. 2000. "Visibly Queer: Body Technologies and Sexual Politics." *The Sociological Quarterly* 41(3):443-463.

Richardson, Niall. 2004. "The Queer Activity of Extreme Male Bodybuilding: Gender Dissidence, Auto-eroticism and Hysteria." *Social Semiotics* 14(1):49-65.

Shakespeare, Tom. 2003. "'I Haven't Seen That in the Kama Sutra': the Sexual Stories of Disabled People." Pp. 143-152 in *Sexualities and Society: A Reader*, edited by J. Weeks, J. Holland, and M. Waites. Cambridge: Polity Press.

Mar. 23 – Sex Work and Pornography

Attwood, Feona. 2011. "The Paradigm Shift: Pornography Research, Sexualization and Extreme Images." *Sociology Compass* 5(1):13-22.

Dworkin, Andrea. 1993. "Prostitution and Male Supremacy." *Michigan Journal of Gender & Law* 1(1):1-12.

Jenness, Valerie. 1990. "From Sex as Sin to Sex as Work: COYOTE and the Reorganization of Prostitution as a Social Problem." *Social Problems* 37(3): 403-420.

MacKinnon, Catharine A. 1986. "Pornography as Sex Discrimination." *Law & Inequality* 4(17):38-49.

Ross, Becki L. 2010. "Sex and (Evacuation from) the City: The Moral and Legal Regulation of Sex Workers in Vancouver's West End, 1975-1985." *Sexualities* 13(2):197-218

Mar. 30 – Sexual Diversity in Animals/Non-Humans

Bailey, Nathan and Marlene Zuc. 2009. "Same-sex sexual behavior and evolution." *Trends in Ecology & Evolution* 24(8):439-446.

Birke, Lynda. 2010. "Structuring relationships: On science, feminism and non-human animals." *Feminism & Psychology* 20(3):337-349.

Hird, Myra J. 2006. "Animal Transsex." *Australian Feminist Studies* 21(49):35-48.

Roughgarden, Joan. 2004. "Same-Sex Sexuality." Pp. 127-158 in *Evolution's Rainbow*. Berkeley: University of California Press.

Apr. 6 – [No Class – Good Friday]