Gender and Sexuality (SOCY 303) | Fall 2018

Tuesdays 11:30-1:00 and Fridays 1:00-2:30
Dupuis Hall 215

Instructor: Alix Johnson (she/her/hers)  
Email: alix.johnson@queensu.ca  
Office: Mac-Corry D428
Office hours: T & Th 2-3:00

TAs:  
Mandi Veenstra (she/her/hers)  
Mac-Corry D402 | m.veenstra@queensu.ca  
Tyler Anderson (he/him/his)  
Mac-Corry C505 | tyler.anderson@queensu.ca

Course outline:  
This course offers an introduction to gender and sexuality from a sociological perspective. This means that our study of gender, sex, and sexuality will be guided by a commitment to questioning what we take for granted; a rigorous attention to historical and cultural context; and an abiding concern with power, oppression, and resistance. We will practice this mode of analysis together by engaging with theoretical texts, historical artifacts, media products, and policy documents - as well as our own lived experiences.

After building a shared language for discussing the variety of ways that people inhabit gender, sex, and sexuality, this course will trace the emergence of sexuality as a “discourse,” or an object of institutional and popular concern. In doing so, we will pay particular attention to how this domain of life is inflected by, or “intersects” with experiences of race, class, ability, and geopolitical power. Next, we will consider some of the ways that gender and sexuality are “performed,” perceived, and played with, as well as how they are managed and regulated by institutions, states, and empires. Key to this discussion is a consideration of gendered and sexual violence, as well as the strategies people have developed to combat it. We conclude the course by reading Aimee Cox’s Shapeshifters, and reflecting on practices of resistance and solidarity in the everyday.

Learning outcomes:  
To succeed in this course, students will demonstrate their ability to:

• Explore and challenge what we take to be “normal” and “natural” about gender, sex, and sexuality, with reference to a range of examples across communities and historical periods.
• Understand how gender and sexuality are experienced and institutionalized differently as they intersect with race, class, nationality/citizenship, and dis/ability.
• Identify some key theoretical frameworks social scientists use to study gender, sex, and sexuality, as well as some important debates in the field.
• Articulate and evaluate practices of resistance and solidarity in the face of gendered and sexual oppression.
• Critically engage with contemporary conversations about gendered and sexual violence, as well as specific policies and practices at Queen’s University.
Course materials:
Students are required to obtain Aimee Meredith Cox’s *Shapeshifters: Black Girls and the Choreography of Citizenship* (Duke University Press, 2015), available at the Campus Bookstore.

Additional readings will be posted to the OnQ course website.

**Evaluation**

**Assessment:**
Your grade will be calculated based on the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Reading reflections / “Q-C-Qs” (four due, worth 5% each)</td>
<td>20%</td>
<td>Sept 18, Sept 28, Oct 12, Nov 2</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
<td>Oct 23</td>
</tr>
<tr>
<td>Policy statement</td>
<td>20%</td>
<td>Nov 23</td>
</tr>
<tr>
<td>Collaborative reading project</td>
<td>20%</td>
<td>In class Nov 23-30</td>
</tr>
</tbody>
</table>

*Participation:
Your participation will be assessed on the basis of in-class engagement, activities, and quizzes.

*Reading reflections / “Q-C-Qs”:
At four points in this course, you will submit a written response in the form of a “Quotation-Comment-Question,” or “Q-C-Q,” designed to guide and sharpen your engagement with course readings. First, you will locate a quotation in one of the day’s assigned texts that might be interesting, controversial, or confusing to you. Next, discuss (in approximately 300 words) the significance of this quotation in relation to the course’s themes. Finally, drawing on your quotation and commentary, pose a question that might prompt further discussion (not simply a clarifying question about the text).

*Policy Statements and Collaborative Reading Projects will be introduced and explained in class.*

*Grading method:
All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen’s Official Grade Conversion Scale:*
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical course average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
</tr>
<tr>
<td>B</td>
<td>77-79</td>
</tr>
<tr>
<td>B-</td>
<td>73-76</td>
</tr>
<tr>
<td>C+</td>
<td>70-72</td>
</tr>
<tr>
<td>C</td>
<td>63-66</td>
</tr>
<tr>
<td>C-</td>
<td>60-62</td>
</tr>
<tr>
<td>D+</td>
<td>57-59</td>
</tr>
<tr>
<td>D</td>
<td>53-56</td>
</tr>
<tr>
<td>D-</td>
<td>50-52</td>
</tr>
<tr>
<td>F</td>
<td>49 and below</td>
</tr>
</tbody>
</table>

**Course Policies**

**Attendance, preparation, and participation:**
Your consistent attendance in this course is vital for building our intellectual community. While we will not take daily attendance in the classroom, we will track your participation through in-class activities and/or short quizzes on most days of class. These assessments are not designed to be difficult, but simply to demonstrate that you’ve shown up and taken part. If you miss more than three class sessions, it is likely to compromise your participation grade.

Meaningful participation in this course requires reading and reflecting upon the required readings. Texts listed under a course date should be read by the start of class that day. Make careful note of page numbers, as some texts are assigned only in part. Also be sure to check the next page of your syllabus, as assignments sometimes continue onto the next page. Where multiple texts are assigned, please read them in the order they are listed, as readings build on one another’s arguments. Some of the readings in this course are theoretically challenging - I do not expect you to understand everything immediately, but I do expect you to make time for careful, close reading, and to come to class with any questions you have.

Likewise, you are certainly not required to agree with the opinions presented here, but you are expected to engage with them respectfully and in good faith. Class discussions and activities are sites to practice learning collaboratively across and through our differences. To this end, debate and critique are encouraged, but personal attacks will not be tolerated and comments that are, for example, racist, sexist, homophobic, transphobic, ableist or classist will be challenged.
Submitting assignments:
Q-C-Qs and Policy Statements should be typed in a 12-point font (Times New Roman or similar) and submitted via OnQ.

Late policy and your “grace day”:
All assignments should be submitted online by the start of class on the due date specified, unless you have made prior arrangements with me. Please consult with me ahead of time if you think you will need an extension on an assignment. I will not grant extensions (except in the case of emergencies) after the fact. Late work will be reduced one half-mark (i.e. from an A to an A-) for each day that it is late.

This said, we all come up against the unexpected and unavoidable. For this reason, each student is granted a “grace day” that you may use to turn in one assignment one day after it is due. When invoking your grace day please mark it clearly at the top of your assignment, and email your assignment directly to me (not your TAs).

Technology:
Laptops are permitted in class for the sole purpose of taking notes and consulting readings. Using them in other ways is disrespectful, and you will be asked to leave the classroom if you do. Cell phones should be turned off or kept on silent. Please come to class each day with a notebook and writing utensil (even if you take notes on your computer).

Accessibility, accommodations, and extenuating circumstances:
Queen's University is committed to achieving full accessibility for persons with disabilities, and I am committed to making this classroom accessible to you. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are encouraged to contact Student Wellness Services (SWS) and register as early as possible. For more information, including important deadlines, please visit the Student Wellness website at: http://www.queensu.ca/studentwellness/accessibility-services/

Queen’s University is also committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and which have a direct and substantial impact on their ability to meet essential academic requirements. Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where they submit a request at: https://www.queensu.ca/artsci/accommodations

Appeals:
If you feel you have been graded unfairly, you may first appeal your grade to me. Please submit the assignment along with a one-paragraph explanation of why you think your grade should be changed. If you disagree with my assessment, you may appeal to the Head of the Department, who will assign an independent assessor to evaluate your work. Subsequently, students may formally appeal their grades first to the Faculty of Arts and Science, then to the Board of Studies, and finally to the University Student Appeal Board: https://www.queensu.ca/artsci/students-at-queens/academic-appeals
Statement on academic integrity:
Queen’s students, faculty, administrators and staff all have responsibilities for supporting and upholding the fundamental values of academic integrity. Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see http://www.academicintegrity.org) and by the quality of courage. These values and qualities 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.

Students are responsible for familiarizing themselves with and adhering to the regulations concerning academic integrity. General information on academic integrity is available at https://www.queensu.ca/academicintegrity/home, along with Faculty or School specific information. Departures from academic integrity include, but are not limited to, plagiarism, use of unauthorized materials, facilitation, forgery and falsification. Actions which contravene the regulation on academic integrity carry sanctions that can range from a warning, to loss of grades on an assignment, to failure of a course, to requirement to withdraw from the university.

Content note:
Some of the material discussed in this class may cause you discomfort - emotional and intellectual. I hope to create a classroom culture together where we can move through this discomfort and learn from it. That said, if you believe you will have particular difficulty with a certain lecture or assignment, contact me and we will work out alternative arrangements. You are always free to excuse yourself at any time from the classroom, and you are responsible for the information presented in class at that time.

Please also be aware of campus resources for counseling: http://www.queensu.ca/studentwellness/


Territorial acknowledgment:

English: Queen’s University is situated on traditional Haudenosaunee and Anishinaabe territory.

Kanien’kehà (Mohawk): Ne Queen’s University e’ho noîwê nikanónhsote tsi noîwê ne Haudenasaunee tanon Anishinaabek tehatìhsníhsahere ne ôhontsa.

Anishinaabemowin: Gimaakwe Gchi-gkinoomaagegamig atemagad Naadowe miinwaa Anishinaabe aking

For more information on the history of this land, and why it is important to acknowledge this land and its people, please see this link to the Queen’s Encyclopedia page:
http://www.queensu.ca/encyclopedia/t/traditional-territories
Course schedule

**PART I: Defining and De-naturalizing Gender, Sex, and Sexuality**

**F 9/7:** Course Introduction

*In class:* Kyla Wazana Thompkins. 2016. “Some notes on how to ask a good question about theory that will provoke conversation and further discussion from your colleagues,” *LA Review of Books*, September 12, 2016

**T 9/11:** Beyond Binaries: Thinking Gender, Sex, and Sexuality Sociologically


**F 9/14:** The “History of Sex” and the Invention of “Normal”


**T 9/18:** Queer Sexualities and Queering Theory

- First Q-C-Q due by start of class


**PART II: Margins and Intersections**

**F 9/21:** Intersectionality as Theory and Practice


**T 9/25:** Embodying the Intersections: Disability

*In class:* *Sins Invalid: An Unshamed Claim to Beauty* (2013)


**F 9/28: Saviors and Solidarities**

- *Second Q-C-Q due by start of class*

Available online: http://content.time.com/time/magazine/article/0,9171,2007407,00.html


**PART III: Performance and Perception**

**T 10/2:** Performativity: “Doing” Gender and Sexuality Everyday

_In class: Nannette (2018)_


**F 10/5:** Passing and Transgressing


**T 10/9:** Performance and Performers


**F 10/12:** The Politics of Desirability

_In class: The Beauty Academy of Kabul (2004)_

- *Third Q-C-Q due by start of class*


PART IV: Sex and the State

**T 10/16:** Reproducing Power

*In class: La Operación (1982)*


**F 10/19:** Regulating Sex and Citizenship


**T 10/23:** Midterm Exam

**F 10/26:** NO CLASS (MIDTERM BREAK)

**T 10/30:** Settler Colonial Sexual Politics


**F 11/2:** Homonationalism: Belonging and Beyond

- *Fourth Q-C-Q due by start of class*

Note: *Disrupting Queer Inclusion* is available as an e-book through the Queen’s University Library site


**PART V: Gendered and Sexual Violence**

**T 11/6:** Violence as Personal and Political

Sarah Jaffe. 2017. “From #MeToo to All of Us: Organizing to End Sexual Violence, Without Prisons,” In These Times, October 17, 2017

F 11/9: Complicating Care


T 11/13: Visions of Justice


F 11/16: NO CLASS (RESEARCH / WORK DAY)

T 11/20: Campus Sexual Violence and Response

In class: The Hunting Ground (2015)


PART VI: Shapeshifters and the everyday politics of gender and sex

F 11/23: Shapeshifters I: Terrain

• Policy Statement due in class

Aimee Meredith Cox. 2015. Shapeshifters: Black Girls and the Choreography of Citizenship, “Introduction” (p. 3-37) and “We Came Here to be Different” (p. 38-79)

T 11/27: Shapeshifters II: Scripts

Aimee Meredith Cox. 2015. Shapeshifters: Black Girls and the Choreography of Citizenship, “Renovations” (p. 81-121) and “Narratives of Protest and Play” (122-153)

F 11/30: Shapeshifters III: Bodies

Aimee Meredith Cox. 2015. Shapeshifters: Black Girls and the Choreography of Citizenship, “Sex, Gender, and Scripted Bodies” (p. 155 to 184) and “The Move Experiment” (185-236)