

GSWS 2252-1010, “Theories of Gender and Sexuality”
 CN 26879
 M 2:30-5:00 PM
 402E CL
 Spring 2020

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 Ofc. hrs. Wed. 2-4
 and by appointment.
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SYLLABUS

CLASS MEETINGS, READINGS, & GSWS EVENTS	STUDENT WORK
<p>WEEK 1—Mon., Jan. 6</p> <p>Introductions</p> <p>Backstories about some useful frameworks: Liberalism and Neoliberalism Modernity and Postmodernity</p>	
<p>Wed., Jan. 8, noon-1:15, 602 CL Deborah Danuser, “The Stories of #MeTooSTEM” Gender and Sexuality over Lunch</p> <p>Thurs., Jan. 9, 5:00-6:30, 501 CL Reading group - Sarah S. Richardson, “Sexing the X” (see Jan. 13 readings) and “Sexes, Species, and Genomes: Why Males and Females are Not Like Humans and Chimpanzees” (on Courseweb)</p> <p>Fri., Jan. 10, 7 pm, Charity Randall Theater “140 LBS: How Beauty Killed My Mother” Solo performance by Susan Lieu Tickets (free to Pitt community) through Eventbrite</p>	
<p>WEEK 2—Mon., Jan. 13</p> <p>Feminism 1</p> <ul style="list-style-type: none"> • Ahmed, Ch. 1, “Feminism is Sensational” from <i>Living a Feminist Life</i> (2017) • Arvin, Tuck, and Morrill, “Decolonizing Feminism: Challenging Connections between Settler Colonialism and Heteropatriarchy” (2013) • Gay, “Bad Feminist” (2014) <p>PLUS</p> <ul style="list-style-type: none"> • Richardson, “Sexing the X: How the X Became the ‘Female Chromosome’ ” (2012) 	<ul style="list-style-type: none"> • Presentations: Simone de Beauvoir, Audre Lorde
<p>Thurs., Jan. 16, 12:30-2:00, 601 CL Colloquium with Sarah Richardson, “Sex Contextualism”</p>	

<p>Thurs., Jan. 16, 5:00-6:30, 501 CL Lecture by Sarah Richardson, “The Maternal Imprint: Gender, Heredity, and the Biosocial Body”</p>	
<p>Mon., Jan. 20 - MLK HOLIDAY</p>	
<p>Wed., January 22, 4 p.m., 602 CL “Remediating Pornography: The <i>On Our Backs</i> Digitization Debate” Lecture by Elizabeth Groeneveld</p> <p>Thursday, January 23, 12:30-2:00 p.m. 602 CL “Trans Bodies in Lesbian Porn” Colloquium with Elizabeth Groeneveld, Old Dominion University, and respondents Jules Gill-Peterson (English) and Matthew Lovett (GSWS)</p>	
<p>WEEK 3—Mon., Jan. 27</p> <p>Feminism 2</p> <ul style="list-style-type: none"> • Cooper, “Love No Limit: Towards a Black Feminist Future (In Theory)” (2015) • Gandhi, Ch. 5, “Postcolonialism and Feminism,” <i>Postcolonial Theory: A Critical Introduction</i> (2019) • Goeman, “Indigenous Interventions and Feminist Methods” (2016) • Sandoval, “US Third World Feminism: The Theory and Method of Oppositional Consciousness in the Postmodern World” (1991) 	<p>Work out discussion-leading groups</p> <ul style="list-style-type: none"> • Presentations: Barbara Smith, Gayatri Spivak
<p>Fri., Jan. 31, 3:00-5:00, 208B CL “Lacanian Anxieties: Trans* Surgeries, Countertransference, and the Fantasy of the Whole” Lecture by Matthew Lovett (Pitt GSWS)</p>	
<p>WEEK 4—Mon., Feb. 3</p> <p>Gender 1</p> <ul style="list-style-type: none"> • Bettcher, “Trapped in the Wrong Theory: Rethinking Trans Oppression and Resistance” (2014) • Cheng, “Introduction,” <i>Ornamentalism</i> (2019) • Halberstam, Ch. 2, “Perverse Presentism: The Androgyne, The Tribade, The Female Husband, and Other Pre-Twentieth-Century Genders,” <i>Female Masculinity</i> (1998) • Young, “Gender as Seriality: Thinking about Women as a Social Collective” (1994) 	<ul style="list-style-type: none"> • Presentations: Donna Haraway, Julia Kristeva
<p>Friday, February 7, 1:00-3:00 p.m., 501 CL “Thinking Race, Gender, and Sexuality Together: Comparative Approaches” Panel discussion with Jules Gill-Peterson (Trans/Queer of Color</p>	

<p>Theory), Melanie Hughes (Intersectionality), Khirsten Scott (Critical Race Theory), and Gabby Yearwood (Black Feminist Theory) with Laura Lovett, moderator</p>	
<p>WEEK 5—Mon., Feb. 10</p> <p>Gender 2</p> <ul style="list-style-type: none"> • Cantú, “Entre Hombres/Between Men: Latino Masculinities and Homosexualities” (2000) PLUS Almaguer, “Comment: The Material and Cultural Worlds of Latina Gay Men” (2011) • Connell and Messerschmidt, “Hegemonic Masculinity: Rethinking the Concept” (2005) • Hokowhitu, “History and Masculinity” (2016) 	<ul style="list-style-type: none"> • Presentation: Gloria Anzaldúa
<p>Wed., Feb. 12, noon-1:15, 602 CL anupama jain, “Gender and Sexuality in Asian American Studies” Gender and Sexuality over Lunch</p> <p>Wed., February 12, 5:00-6:30 p.m., location TBA “From Abdication to Independence: Beauvoir’s Philosophy of Love as Emancipatory Analysis” Commemorating the 70th Anniversary of the publication of <i>The Second Sex</i> Lecture for faculty and graduate students by Manon Garcia</p>	
<p>WEEK 6—Mon., Feb. 17</p> <p>Intersectionality</p> <ul style="list-style-type: none"> • Combahee River Collective Statement (1977) • Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”(1991) • Nash, Ch. 2, “The Politics of Reading,” <i>Black Feminism Reimagined After Intersectionality</i> (2019) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Choo and Ferree, “Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities” (2010) • Combahee River Collective Statement: A Fortieth Anniversary Retrospective” (2017) 	<ul style="list-style-type: none"> • Presentations: Angela Davis, Hortense Spillers
<p>Wed., Feb. 19, 5:00-6:30, 501 CL “#BLM, Black Feminism, and the New Afrocentrism” Lecture by Louis Maraj (Pitt English)</p>	

<p>WEEK 7—Mon., Feb. 24</p> <p>Social Construction and Performativity</p> <ul style="list-style-type: none"> • Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” (1988) • Schilt and Westbrook, “Doing Gender, Doing Heteronormativity: ‘GenderNormals,’ Transgender People, and the Social Maintenance of Heterosexuality” (2009) • Westand Zimmerman, “Doing Gender” (1987) <p>Recommended:</p> <ul style="list-style-type: none"> • Christiansen and Fischer, “Working in the (Social) Construction Zone” (2016) 	<ul style="list-style-type: none"> • Presentation: Adrienne Rich
<p>Thurs., Feb. 27, 5:00-6:30, 602CL Reading group to prepare for Jenny Reardon’s visit - readings TBA</p>	
<p>Fri., Feb. 28</p>	<ul style="list-style-type: none"> • Deadline for clearing the topic of your annotated bib
<p>WEEK 8—Mon., Mar. 2</p> <p>Embodiment</p> <ul style="list-style-type: none"> • Kafer, Ch. 1, “Time for Disability Studies and a Future for Crips,” <i>Feminist, Queer, Crip</i> (2013) • Mahmood, “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival” (2003) • Puar, “Bodies with New Organs: Becoming Trans, Becoming Disabled” (2015) 	<ul style="list-style-type: none"> • Presentations: Luce Irigaray, Susan Stryker
<p>Thurs., Mar. 5, 3:00-5:00, 602 CL Colloquium with Jenny Reardon, “Science and Justice: The Trouble, The Promise, and a Training Program”</p> <p>Thurs., Mar. 5, 5:00-6:30, 501 CL Lecture by Jenny Reardon, “The Postgenomic Conditions: Truth, Race, and Justice After the Genome”</p>	
<p>Mon., Mar. 9—SPRING BREAK</p>	
<p>WEEK 9—Mon., Mar. 16</p> <p>Sexuality Studies — Foundations</p> <ul style="list-style-type: none"> • Foucault, “We ‘Other Victorians’ and ‘The Repressive Hypothesis’” from <i>The History of Sexuality</i>, vol. 1 (1978) 	<ul style="list-style-type: none"> • Presentation: Lee Edelman, Jose Muñoz

<ul style="list-style-type: none"> • Rubin, “Thinking Sex” (1984) • Sedgwick, “Introduction: Axiomatic” and “Epistemology of the Closet,” <i>Epistemology of the Closet</i> (1990) 	
<p>Fri., Mar. 20</p>	<ul style="list-style-type: none"> • Annotated bib due by midnight
<p>WEEK 10—Mon., Mar. 23</p> <p>Histories</p> <ul style="list-style-type: none"> • Gill-Peterson, Ch. 5, “Transgender Boyhood, Race, and Puberty in the 1970s,” <i>Histories of the Transgender Child</i> (2018) • Nealon, “Invert-History: The Ambivalence of Lesbian Pulp Fiction” (2000) • Speed, “Representations of Violence: (Re)telling Indigenous Women’s Stories and the Politics of Knowledge Production” (2016) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Scott, “The Evidence of Experience” (1991) 	<ul style="list-style-type: none"> • Presentations: Leslie Feinberg, Gayle Salamon
<p>Wed., Mar. 25, noon-1:15, 602 CL Irene Frieze, “Research and Public Perspectives on Intimate Partner Violence” Gender and Sexuality over Lunch</p> <p>Wed., March 25, 5:00 p.m., 501 CL "A Tale of Two Divas: Opera Stars in the Early Twentieth Century and the Emerging Ma Rainey" Lecture by John Musser (GSWS) with respondent Dan Wang (Music)</p>	
<p>WEEK 11—Mon., Mar. 30</p> <p>Queer Developments</p> <ul style="list-style-type: none"> • Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?” (1997) • Ferguson, “Introduction: Queer of Color Critique, Historical Materialism, and Canonical Sociology,” <i>Aberrations in Black: Toward a Queer of Color Critique</i> (2004) • Morton, “Queer Ecology” (2010) <p><u>Recommended:</u></p> <ul style="list-style-type: none"> • Grzanka, “Queer Survey Research and the Ontological Dimensions of Heterosexism” (2016) 	<ul style="list-style-type: none"> • Presentation: Vandana Shiva

<p>Thurs., April 2, 12:30-2:00 p.m., 602CL “Climate Lens: Human Stories in a ‘More-Than-Human’ Frame” Colloquium with Una Chaudhuri, NYU, with respondents Shelby Brewster (Theatre Arts) and Wendy Arons (CMU, Drama)</p>	
<p>Sun., Apr. 5</p>	<ul style="list-style-type: none"> • Drafts of final essays due by midnight
<p>WEEK 12—Mon., Apr. 6</p> <p>A Case Study in Queer Developments: Queer Approaches to Indigenous/Native Studies</p> <ul style="list-style-type: none"> • Byrd, “Loving Unbecoming: The Queer Politics of the Transitive Native” (2017) • Driskill, “Doubleweaving Two-Spirit Critiques: Building Alliances between Native and Queer Studies” (2010) • Morgensen, “Settler Homonationalism: Theorizing Settler Colonialism within Queer Modernities” (2010) 	
<p>Thurs., April 9, 3:00-4:30 p.m., 602 CL “Enforceable Care: Health, Justice, and Latina/o Expressive Culture” Lecture by Julie Minich, University of Texas at Austin</p>	
<p>WEEK 13—Mon., Apr. 13</p> <p>Last Looks at Neoliberalism</p> <ul style="list-style-type: none"> • Duggan, Ch. 4, “Love and Money,” <i>Twilight of Equality?: Neoliberalism, Cultural Politics, and the Attack on Democracy</i> (2003) • Goodkind, “ ‘ You Can Be Anything You Want, But You Have to Believe It’: Commercialized Feminism in Gender-Specific Programs for Girls” • Mohanty, “Transnational Feminist Crossings: On Neoliberalism and Radical Critique” (2013) 	<ul style="list-style-type: none"> • Presentations: Wendy Brown, Nancy Fraser
<p>WEEK 14—Mon. Apr. 20</p> <p>No class: work on final essays</p>	
<p>Wed., Apr. 22</p>	<ul style="list-style-type: none"> • Final essays due by midnight

Required Texts:

PDFs accessed through the course site on Courseweb

Course Requirements

- Regular attendance and attentive participation. Please contact the instructor about any absences. You are responsible for finding out about what you have missed. The great value of a seminar lies in the opportunity for students to shape their own learning and contribute to each other's learning through what they bring to discussion, so it is important for you to be engaged: to listen well, to join in discussion when you can, to make room for others' contributions, and to help steer the conversation.
- Completion of five reading responses (300-500 words each), to be posted on Blackboard by 7 p.m. on the Sunday before the class meeting at which the reading(s) is/are assigned. Your response may focus on a single assigned reading or on two or three of the readings assigned for the next class meeting; it may respond to a reading question posed by the instructor or take another direction. A reading response need not be strongly polemical, but it should be sharply focused and provide a clear and specific position or vantage-point. It may frame and focus a large question or work through a short passage in the service of a significant train of thought or inquiry. You may determine the five class meetings for which you are preparing responses, but beware of leaving them all to the end. You have a great deal of discretion about how to frame your reading response, but take some time to be sure that the response is well-written and proofread: suitable for circulating in our little academic public. If a response is not sufficiently substantive and careful, I will ask you to produce another to replace it.
- Two brief (5-10 minute) presentations about a significant figure in the field, designed to give the class a general sense of their contributions.
- Collaborative work leading one class meeting for about the first hour. The collaborators should be prepared to offer a kickoff presentation in which they provide framing discussion of some or all of the readings and to lead discussion. There can be presentation followed by discussion, presentation interspersed with discussion, or any other combination of the key ingredients: 1) for the group to offer the class some of their own thinking and 2) for the group to engage the class in some lines of discussion. Please let Nancy know by the Saturday before class whether you will be taking up all the readings or only some or some in-depth and some lightly so that she can plan to fill in. **The most important function of the collaborative discussion leading is for group members to have meaningful discussion together and offer to the class the fruits of their work together (vs. simply dividing up topics and preparing separately).** Work on making this presentation an exercise in clear organization and effective speaking as well as an intellectual service to the class.
- One annotated bibliography presenting 6 essays or book chapters (from different books), at least 5 of which were not assigned in class. This annotated bibliography should chart the trajectory or current shape of an academic conversation about some aspect of gender and sexuality studies. The title or a brief initial description of the bibliography as a whole should make clear what problem or topic unifies the readings that you summarize in the bibliography. You may organize the bibliography around a particular subject being investigated (laws about rape, early modern sexuality in a particular region, George Eliot's novels) or about a particular conceptual problem or approach (feminist standpoint theory, women's literary traditions, Marxist feminism). Check your topic with Nancy by Spring Break via email or a brief conversation. Each entry in the bibliography should be accompanied by a summary annotation of 200-250 words. Bear in mind that in order to find 6 texts that are appropriate for

your topic and worthy of your attention, you will probably have to look at quite a few more than 6 texts. No more than two texts should be from the same collection or special issue.

- One final essay (14-16 double-spaced pages), submitted by Apr. 5 as a draft (9-11 double-spaced pages). The final essay should offer a positioned summary and analysis of a field of scholarship within gender and sexuality studies that is appropriate for an introductory section or chapter of a graduate thesis or dissertation. Whereas an annotated bibliography presents a neutral overview of the works of scholarship listed, this literature survey needs to have a direction: it should offer an analytic perspective that lays groundwork for a new project or for new projects. If you do not have an actual project for which you're laying groundwork, you can orient your discussion to culminate in a call for some specific kind of work that's needed to extend, revise, or scholarship existing scholarship in some significant way. The survey should address at least 8 essays or book chapters, some of which may have been addressed on the annotated bibliography or assigned in class. The final essay should make an argument, not simply describe these works in a list style. If the draft is not submitted, the grade on the final essay will be lowered by two steps (e.g. from an A- to a B).

Grading

Discussion posts	25%
Brief oral presentations	20%
Discussion leading	25%
Final essay (including draft)	30%

RESOURCES AND POLICIES

The Writing Center

Located on the third floor of the O'Hara Student Center, the Writing Center offers events, courses, and one-on-one tutorials for undergraduate students. Although consultants do not correct, edit, or proofread papers, they can teach you strategies for organizing, editing, and revising your writing. You can meet with a consultant once or regularly over the course of the semester. In some cases, your teacher may send you to the Writing Center for help on a particular problem; otherwise, you can seek assistance on your own. Their services are free. You can browse the services they offer or make an appointment by visiting www.writingcenter.pitt.edu.

Liaison Librarian for the GSWS Program

Robin Kear | 207G Hillman Library | rlk25@pitt.edu | 412-648-7728

Disability resources and services

If you have 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, 140 William Pitt Union, 412-648-7890 as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. For more information, visit <https://www.studentaffairs.pitt.edu/drs/>.

Academic Integrity and Plagiarism

Cheating/plagiarism will not be tolerated. Students suspected of violating the University of Pittsburgh Policy on Academic Integrity will be required to participate in the outlined procedural process as initiated by the instructor. A minimum sanction of a zero score for the quiz, exam or paper will be imposed. For the full Academic Integrity policy, go to: <http://www.cfo.pitt.edu/policies/policy/02/02-03-02.html>

Violation of the Academic Integrity Code requires the instructor to submit an Academic Integrity Violation Report to the Dean's Office.

Classroom Recording Policy

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, and any such recording properly approved in advance can be used solely for the student's own private use.

Email Policy

Each student is issued a University email address (username@pitt.edu) upon admittance. This email address may be used by the University for official communication with students. Students are expected to read email 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 email forwarding service that allows students to read their email via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their email from their pitt.edu address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University email address.

Cell Phone and Laptop Policy

Disruptive or distracting uses of cell phones and other electronic communication devices detract from the course and should be avoided.

Non-Discrimination Policy

As an educational institution and as an employer, Pitt values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. For more information, visit <http://cfo.pitt.edu/policies/documents/policy07-01-03web.pdf>

Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, the University of Pittsburgh Gender, Sexuality, and Women's Studies Program provides guidelines and resources regarding gender-inclusive/non-sexist language (gsws.pitt.edu/node/1432). Following

these guidelines fosters an inclusive and welcoming environment, strengthens academic writing, enriches discussion, and reflects best professional practices.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression. Students may share their preferred pronouns and names, and these gender identities and gender expressions should be honored.

These guidelines fulfill the best intentions of the University of Pittsburgh's Non-Discrimination Policy: <https://www.cfo.pitt.edu/policies/policy/07/07-01-03.html>.

Sexual Misconduct, Required Reporting, and Title IX

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware: A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: <http://www.titleix.pitt.edu/report/confidentiality>
An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources:

* Title IX Office: 412-648-7860

* SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)

If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

ACKNOWLEDGMENTS

This syllabus draws on ideas and previous syllabi shared by Julie Beaulieu, Lisa Brush, Amanda Godley, Sara Goodkind, Scott Kiesling, Shaun Myers, and Todd Reeser.