This class seeks to expand students' knowledge of the epistemological and theoretical foundations of Gender and Sexuality Studies. Students will become familiarized with the different theoretical traditions that inform contemporary gender analysis and examine scholarly definitions of gender and sexuality. We discuss the means by which gender and sexuality are produced and reproduced at the individual and institutional levels, their intersection with other dimensions of social difference, as well as various related approaches to and interpretations of equality, justice, and freedom. Central to our explorations will be the question, What counts as theory? What constitutes high vs. low theory, and who gets to decide?

**Readings**

All other readings will be available on Moodle and are listed below.

**Learning Outcomes**
- Identify and distinguish between major theories of how gender and sexuality are constructed at the individual and societal levels
Understand the uses and limitations of a variety of queer and feminist theoretical lenses including liberalism, radicalism, discourse analysis, psychoanalysis, Marxism/materialism, social constructivism, and performativity

Understand the connections between queer and feminist theories and activism

Attendance, Tardiness, and Class Participation
This course assumes that learning is a creative and evolutionary process spurred by the exchange and negotiation of differing viewpoints. Our classroom is a safe space for exploring new ideas and respectfully debating controversial issues. Your participation produces the non-judgmental, intellectually curious, and academically rigorous environment that will benefit you and your colleagues alike. Participation includes asking questions, actively listening, offering an interpretation of a text or of a colleague’s comment or blog post, providing oral or written feedback on colleagues’ essays, synthesizing differing arguments, promoting civil discourse, attending office hours, and meeting with a Writing Center consultant, to name just a few examples. If you have any concerns about your participation, or if you know you have a tendency to stay quiet in class, please meet with me over the next week so we can come up with strategies to help facilitate your integration into the discussion. Participation weighs heavily in the final grade, so it is in your best interest to tackle this issue early on in the semester.

Given the discussion-based format of the course, it is very difficult to make up for material missed during an absence. Therefore, it is in your interest to attend every class meeting. You are, however, permitted 3 absences. Three instances of tardiness are equivalent to one absence. On the fourth absence, your final grade will be docked by 1/3 of a letter grade (i.e., from an A- to a B+ or from a B to a B-). More than five absences are grounds for failure of the course.

You are welcome to bring a smart phone, tablet, or laptop to class for the purpose of viewing course documents and taking notes. However, if your cell phone rings or I catch you texting, emailing, tweeting, Instagramming, or otherwise disengaging from class discussion, you will bring cookies for everyone to the next class. (Yes, seriously.)

Projects and Assignments
In addition to your regular reading of assigned texts and student blog posts and your participation as described above, there are three major assignments for this class:

1. **Blog Posts and Discussion Leadership**: Over the course of the semester, you will write three short blog posts reflecting on the day’s reading(s). On one of these occasions, you will also be responsible, along with the other students blogging that day, for leading the first half of class discussion. **Reflections must be posted to Moodle by 5pm the day before class.**

2. **Midterm Review**: This take-home exam will ask you to identify the author of key passages from texts covered in the first two and to distinguish between traditions of queer and feminist thought.

3. **Theory in Practice**: For your final project, you will either a) translate a specific queer or feminist theory into another medium (e.g., painting Butler’s theory of gender as citation) or b) write your own theoretical intervention (e.g., a critique, response to, or expansion of gaze theory).
Grading
Each project assignment will include a grading rubric to help you understand ahead of time the criteria by which your work will be evaluated. Please format essays in an 11 or 12-point, professional font with 1-1¼” margins and staple them. I do not accept late assignments. In extenuating circumstances, I may consider granting extensions on a case-by-case basis, provided you approach me at least 24 hours before the deadline.

Please keep in mind that this course is intended to benefit you, and my job is to help you develop as a critical thinker and a scholar, not to punish you. I want you to succeed. So if you’re ever feeling stuck, unsure, or confused, don’t keep it to yourself: help me help you!

Discussion Leadership........................................................................15 points
Blog Posts............................................................................................15 points
Passage Identification Review..............................................................20 points
Theory in Practice Project.................................................................30 points
Class Participation...............................................................................20 points
Total..................................................................................................100 points

Plagiarism and the Honor Code
I expect you to adhere to Davidson’s Honor Code in all of your work. I encourage you to speak to others as you draft your essays: colleagues, friends, and Writing Center consultants. All of the research and writing that you do for the course must be your own, but you are welcome to get feedback and suggestions from anyone in the Davidson community. When you turn in the final draft of a project, I will ask you to affirm in writing that you have adhered to the regulations of Davidson’s Honor Code. You can do this in a footnote that reads, “On my honor I pledge that I have neither given nor received help on this work, nor am I aware of any violation on the part of others.”

Resources for Writing and Research
The College provides free consultations on writing for any course. Writing Center tutors, who are themselves practiced writers from all areas of study and have been trained to help you with any aspect of your work—from forming ideas to developing arguments to structuring paragraphs to helping with grammar and style—will work with you individually. Visit their webpage for more information or to make an appointment: sites.davidson.edu/ctl/students/tutoring/writing-center/. I also encourage you to explore a brand new web resource, Composing Arguments: A Resource on Academic Writing for Davidson Students: sites.davidson.edu/composingarguments.

Accommodations for Students with Disabilities and Learning Differences
Davidson College is committed to ensuring the full participation of all students. If you have a documented disability (or think you might) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College’s programs or services, contact Nance Longworth (704-894-2129, nalongworth@davidson.edu) as soon as possible. To receive any academic accommodation, you must be appropriately registered with the Dean of Students Office, which works with students confidentially and does not disclose any disability-related information without their permission.
Schedule

**UNIT I: DEFINING THE FIELD**

**Week 1 | Defining Feminism**
T 8/23 Introductions


**Week 2 | Defining Queer, Defining Theory**
T 8/30 Jagose, “Queer Theory”; Duggan, “Making It Perfectly Queer”; Lugones & Spelman, “Have We Got a Theory for You!”
R 9/1 Haraway, “Situated Knowledges”

**Week 3 | Part I: Some Perspective(s)**
T 9/6 Aaronson, comment on nerd trauma and male privilege; Penny, “Nerd Entitlement”; Udischas, “Haters Gonna Hate”; Thornton, “Awful Tumbles”

**UNIT II: PRODUCING GENDER AND SEXUALITY**

**Week 3 | Part II: Psychoanalysis and Sexual Development**
R 9/8 Freud, “Infantile Sexuality” and “The Transformation of Puberty”

**Week 4 | Power/Knowledge, or THE MOST IMPORTANT BOOK YOU’LL EVER READ!**
T 9/13 Foucault, *History of Sexuality*, Parts I & II

**Week 5 | Discourse in Practice: Two Case Studies**
T 9/20 Somerville, “Scientific Racism and the Emergence of the Homosexual Body”
R 9/22 Stryker, “(De)Subjugated Knowledges: An Introduction to Transgender Studies”

**Week 6 | Femininities/Masculinities**
R 9/29 Connell, “The Social Organization of Masculinity”

**Week 7 | Performing Gender**
T 10/4 West & Zimmerman, “Doing Gender”
R 10/6 Butler, “Performative Acts and Gender Constitution”

**Week 8 | FALL BREAK/MIDTERM REVIEW**
T 10/11 NO CLASS—FALL BREAK
R 10/13 In-Class Review Session for Midterm

UNIT III: BODY LOOKS, BODY TALK
Week 9 | Which Bodies Matter?
T 10/18 Thomson, “Integrating Disability, Transforming Feminist Theory”

R 10/20 Midterm Review Due on Moodle by 11:59pm
   Spade, “Administrating Gender”

Week 10 | The Politics of Representation
T 10/25 Collins, “Mammies, Matriarchs, and Other Controlling Images”

R 10/27 Mulvey, “Visual Pleasure and Narrative Cinema”

Week 11 | Political Economies of Gender
T 11/1 Rubin, “The Traffic in Women”

R 11/3 Fraser & Gordon, “A Genealogy of Dependency”

Week 12 | Postcolonial Feminisms
T 11/8 Mohanty, “Under Western Eyes”

R 11/10 Theory in Practice Project Proposal Due on Moodle by 11:59pm
   NO CLASS—INSTRUCTOR AT CONFERENCE

UNIT IV: HOT STUFF—CURRENT TOPICS IN QUEER & FEMINIST THOUGHT
Week 13 | TERF Wars
T 11/15 Halberstam, “Transgender Butch: Butch/FTM Border Wars and the Masculine Continuum”

R 11/17 Koyama, “The Transfeminist Manifesto”; Anonymous Gay/Bisexual Men and Women, Drop the T Petition; Ira, “Germaine Greer’s ‘Censorship’ is a Red Herring”

Week 14 | Antinormativities

R 11/24 NO CLASS—THANKSGIVING BREAK

Week 15 | All the Feels
T 11/29 Ahmed, “Feminist Killjoys (and Other Willful Subjects)”

R 12/1 Wrap Up, Evaluations, Fun!

Week 16 | Finals
R 12/15 Theory in Practice Projects Due by 5:15pm