

Carleton University
Winter 2020
Pauline Jewett Institute of Women's and Gender Studies

SXST 4101: Queer Re/volutions: Embodied Pleasure and Political Possibility

Tuesdays, 8:35am-11:25am

Location: *St. Patrick's Building 435 (confirm on Carleton Central)*

Instructor: Dr. Dan Irving

Email: dan.irving@carleton.ca

Office: 1402 Dunton Tower

Phone: 613-520-2600 x.1899

Office Hours: Tuesdays 12:00-2:00pm

Queer Re/volutions: Embodied Pleasure and Political Possibility

Critical Sexuality Studies scholarship focuses on heteronormativity (and homonormativity) as governing relations framing daily life. Furthermore, scholars have emphasized the necropolitical dimensions of sex, gender and sexuality particularly for dis/abled people, LGBTQ+, indigenous people, people of colour and other 'queers' in society. While much emphasis is placed on the oppression of gendered and sexual bodies who are condemned to slow death, social death and literal death, it is also important to consider the ways that embodied sexual identities, rituals and practices lend themselves to resistance, liberation and other queer world-making endeavors. How can we understand embodied desires, pleasure and erotic counter-cultural practices as spaces where alternative meaning can be produced and emancipatory practices can occur?

Grade Distribution

Seminar Participation	25%	
Proposal and Annotated Bib	10%	Due Jan 28th
First Draft Paper	20%	Due March 10th
Final Paper	25%	Due March 29th
"Conference" Presentation	20%	Due April 6th
Bonus Marks	3 raw marks	Attend Jennifer C. Nash lecture

Instructions for Participation and Assignments

Seminar Participation: Seminars are designed to be a space where in-depth analysis of materials can take place through group discussion of the materials we have read in common. It is within this space that we can learn about key debates within the field, as well as create new knowledge through advancing our own interpretations and readings of the texts, and listening through and across difference to hear the analysis advanced by others. Seminars have the potential to be dynamic and productive spaces of intellectual dialogue and debate - or - they can be painfully awkward and tedious. To prevent the latter, it is essential that you read *two readings* thoroughly and come to class prepared to lead discussion on these readings (i.e. explain the major argument the author advances; key concepts they use in their analysis; strengths and weaknesses of the work and questions that this work provoked for you). In class each week you will sign up for two readings to be presented the next class. Attendance is mandatory for this seminar and you will receive a "0" for the week if you do not have medical documentation.

Proposal and Annotated Bibliography: You are required to write a research paper for this class on any topic of your choosing (approved by me). This first assignment requires you to write a mini-proposal where you will: (1) Provide your topic (2) Provide 1-2 research questions that guide your reading and analysis of material relating to your topic (3) Provide a statement concerning *why* the topic you have chosen is an important area of research and *to whom?* (4) Provide proper citation of four key sources you are using and a short paragraph on how they relate directly to your analysis of the topic. ***Length: 2 pages MIN/MAX for proposal and 1 page MIN/MAX for annotated bibliography.***

First Draft Paper: You are required to submit a complete first draft of your course paper. This means that you have studied the relevant literature, formed your own arguments concerning your topic and have written a full paper that makes your argument logically. *Please see instructions for Conference Presentation regarding how to structure your papers.* The draft gives me an opportunity to provide you with the feedback you need to edit your paper and make necessary changes (i.e. consulting with and adding sources, providing further clarification regarding certain ideas, expanding or reducing particular sections, order of presentation of ideas. Etc.) ***Length: 2500 words 10pages MIN – 15 MAX***

Final Paper: You rework your paper – highlighting the changes you made in yellow. Resubmit entire paper as your final draft. You will base your conference presentation from your final draft. ***Length: 2500 words 10pages MIN – 15 MAX***

Written Conference Presentation (10%): Prepare a written 12 minute presentation on your topic. Conference presentations typically last between 12-20 minutes (your presentation will be 12 minutes) and are timed strictly (one page – 250 words – is approximately two minutes when spoken at a normal pace). The point of conference presentations is to present your research project and analysis to colleagues for critical feedback. Your presentation must contain the following components: (1) Introduce your research paper (i.e. topic) (2) Situate your specific research topic within broader debates on the subject matter. Typically, this means that you will briefly discuss other research to

demonstrate why your particular work is relevant (e.g. gaps in research, questions that arise but are not answered, understanding key questions from different theoretical frameworks or methodologies) (3) State what your specific research question drives your engagement with the subject (4) Theoretical framework that influences your analysis of the subject (e.g. queer of colour critique; indigenous feminism; post-colonial theory; queer theory; Marxist feminism) (5) Methods you have used for analysis (6) Your argument (7) ways that your argument contributes to scholarly understanding of topic, and/or non-scholarly interventions (e.g. counter-hegemonic media representation; public policy; non-profit service provision; grassroots organizing concerning specific topic).

Oral Presentation (10%): Presentations will be delivered in class on April 6th.

Bonus marks (3 raw marks): Attend Jennifer C. Nash's lecture which is scheduled as the Annual Florence Bird Lecture in the Women's and Gender Studies. You are required to write a 250 word reflection that includes (1) Nash's major argument (2) your response to the argument (3) questions arising from her public lecture.

Reading and Seminar Schedule

Jan 7th Course Introductions

Key Questions to guide readings: *How do critical sexuality scholars think about pleasure and desire? We know how sexuality is used as a tool of governance but how can sexuality prompt queer politics 'bent' on social justice and radical transformative change?*

Foucault, "Right of Death and Power Over Life", *End of History of Sexuality* Vol 1

Hollibaugh, Amber "Desire for the Future: Radical Hope in Passion and Pleasure" *Pleasure and Danger: Exploring Female Sexuality*. Ed Carol Vance.

Bersani, L. (1987). Is the Rectum a Grave? *October*, 43, 197-222.

Munoz, Jose Esteban (2009) *Chapters 1-3 in Cruising Utopia: The Then and There of Queer Futurity*. New York: New York University Press.

brown, Adrienne maree (2019) "Introduction" in *Pleasure Activism: The Politics of Feeling Good* AK Press.

Jan 14 "Sexual Politics, Sexual Panics": Queer Resistance in Times of Outrage

Key Questions to guide readings: *How do we engage in queer politics in the era of moral and sexual panic? Whose bodies, desires and pleasures are implicated in discourses of sexual panic? What does it mean to arouse feelings such as outrage and to what extent can such arousal lend itself to queer-world making endeavors?*

* All readings taken from special issue of *differences: A Journal of Feminist Cultural Studies* entitled "Sexual Politics, Sexual Panics". Robyn Wiegman, guest editor. 30(1)

Wiegman, Robyn (2019) "Introduction: Now Not Now"

Wooten, Terrance (2019) "Sex Offender"

Amin, Kadji (2019) "Pedophile"

Vasa, Samia (2019) "Toward an S/M Theory of McKinnon"

Rodriguez, Juana Maria (2019) "Testimony"

Roach, Shoniqua (2019) "Black Sex in the Quiet"

Jan 21 "Openings, Obstacles and Disruptions..." Desire, Pleasure & Queer Method
Key questions guiding reading: Where does the researchers body, the body of research (and bodies being researched) end? How does queer research negotiate vulnerability and other embodied states? What do openings and disruptions mean in the context of critical sexuality scholarship and praxis?

Tweedy, A. (2016). Openings, Obstacles, and Disruptions: Desire as a Portable Queer Method. *WSQ: Women's Studies Quarterly* 44(3), 208-223. doi:10.1353/wsq.2016.0043.

Bain, Alison L., and Catherine J. Nash. 2006. "Undressing the Researcher: Feminism, Embodiment and Sexuality at a Queer Bathhouse Event." *Area* 38 (1): 99-106

De Graeve, K. (2019). Beyond the crazy ex-girlfriend: Drawing the contours of a radical vulnerability. *Sexualities*.

Hammers, C. (2015). The unruly queer figure's phallic seductions and the re/production of sexual (in)difference. *Feminist Theory*, 16(2), 153-170.

Walcott, Rinaldo "Outside in Black Studies: Readings from a Queer Place in the Diaspora", *Black Queer Studies: A Critical Anthology* E. Patrick Harris and Mae G. Henderson eds. Durham: Duke University Press

Jan 28 "Openings, Obstacles and Disruptions..." Desire, Pleasure & Queer Method II
Key Questions: What does it mean for black scholars to find pleasure in Blackness Studies? How does the nexus of pleasure, desire, queerness and blackness confront white supremacist societies?

Harris, Alexandra (1996) "Queer Black Feminism: The Pleasure Principle" *Feminist Review* 54: 3-30.

Audre Lorde, "Uses of the Erotic: The Erotic as Power," in *Sister Outsider: Essays and Speeches* (Berkeley: The Crossing Press, 1984), 53-59.

Munro, B. (2018). Pleasure in Queer African Studies: Screenshots of the Present. *College Literature* 45(4), 659-666.

Kaila Adia Story (2015) (Re)Presenting Shug Avery and Afrekete: The Search for a Black, Queer, and Feminist Pleasure Praxis, *The Black Scholar*, 45:4, 22-35.

Joan Morgan (2015) Why We Get Off: Moving Towards a Black Feminist Politics of Pleasure, *The Black Scholar*, 45:4, 36-46

Feb 4 De/Colonizing Desire

Key questions: How can queer theory be decolonized? How can indigenous studies be queered? What is erotic sovereignty in the midst of settler-colonial genocide? How is indigenous pleasure and desire enacted through story-telling?

Gilley, Brian Joseph (2011) "Two-Spirit Men's Sexual Survivance against the Inequality of Desire" in *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Arizona University Press.

Burford, A. (2013). "Her Mouth is Medicine": Beth Brant and Paula Gunn Allen's Decolonizing Queer Erotics. *Journal of lesbian studies*, 17(2), 167-179.

Hunt, S., & Holmes, C. (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154-172.

Finley, C. (2011). Decolonizing the queer Native body (and recovering the Native bull-dyke): Bringing 'sexy back' and out of Native studies' closet. *Queer indigenous studies: Critical interventions in theory, politics, and literature*, 31-42.

Andrews, J. (2015). The erotic in contemporary native women's poetry in Canada. *Native American and Indigenous Studies*, 2(2), 134-156.

Feb 11 Trans/Sexualities

Key Questions: How is desire manifest via monstrosity? How do pleasure and desire escape governing efforts to contain trans bodies? How do trans-sexualities orient our thinking towards affect and desire?

Weaver H (2013) "Monster trans: Diffracting affect, reading rage". *Somatechnics* 3(2): 287-306.

Pfeffer CA (2014) "Making space for trans sexualities". *Journal of Homosexuality* 61(5): 597-604.

Elijah Adiv Edelman & Lal Zimman (2014) "Boycunts and Bonus Holes: Trans Men's Bodies, Neoliberalism, and the Sexual Productivity of Genitals", *Journal of Homosexuality*, 61:5, 673-690.

Eliza Steinbock (2014) On the Affective Force of "Nasty Love", *Journal of Homosexuality*, 61:5, 749-765.

Feb 18

NO CLASS - WINTER BREAK

Feb 25

Dis/abled Desires

Key questions: Similar to trans subjects, how are the desires dis/abled subjects harnessed and how do some people with disabilities refuse such containment? How are some desires pathologized (i.e. producing dis/ability)? How do disabled people relate to their bodies as sites of pleasure? How can monstrous bodies, pleasure and desire disrupt heteronormative scripts?

Kafer, Alison, "Desire and Disgust: My Ambivalent Adventures in Divoteeism"

Davis, Lennard J. "An Excess of Sex: Sex Addiction as Disability"

Tepper, MS (2000) Sexuality and disability: The missing discourse of pleasure. *Sexuality and Disability* 18(4): 283-290.

Clare, E. 2010. "Resisting Shame: Making Our Bodies Home." *Seattle Journal for Social Justice* 8 (2).

Mar 3 "Reluctant Objects..." HIV/AIDS

Dean, Tim (2009) "Confessions of a Barebacker", *Unlimited Intimacy: Reflections Sub Culture of Barebacking*. Chicago: University of Chicago Press.

Evans, Elliot (2019) "Your Blood Bedazzles M/e reading blood, sex. And intimacy in monique wittig and patrick califia", *Raw":PrEP, Pedagogy, and the Politics of Barebacking*

Kane Race; Reluctant Objects: Sexual Pleasure as a Problem for HIV Biomedical Prevention. *GLQ* 1 January 2016; 22 (1): 1-31.

Shepard, Benjamin (2012) "Harm Reduction as Pleasure Activism". *Queering Anarchism: Addressing and Undressing Power and Desire*. C.B Daring, J. Rogue, Deric Shannon, and Abbey Volcano eds. A.k Press

Mar 10

BDSM

Hammers, Corrie (2019) "Reworking Trauma through BDSM," *Signs: Journal of Women in Culture and Society* 44, no. 2 (Winter 2019):491-514.

Paasonen, S. (2018). Many splendored things: Sexuality, playfulness and play. *Sexualities*, 21(4), 537-551.

Weiss, Margo Techniques of Pleasure (argues not progressive)

Ariane Cruz (2016) Playing with the Politics of Perversion: Policing BDSM, Pornography, and Black Female Sexuality, *Souls*, 18:2-4, 379-407

Mar 17 Techno-desires

Durham, Meenakshi Gigi (2016) "Conclusions: Ethics for TechnoRebels – The Power of Embodied Vulnerability", *Technosex : Precarious Corporealities, Mediated Sexualities, and the Ethics of Embodied Technics*. Palgrave McMillan

Hawkes, R., & Lacey, C. (2019). "The future of sex": Intermedial desire between fembot fantasies and sexbot technologies. *The Journal of Popular Culture*, 52(1), 98-116.

Jones, Angela. (09/22/2016). "I get paid to have orgasms": adult webcam models' negotiation of pleasure and danger. *Signs: Journal of Women in Culture and Society*. (42)1.

Lee, M., & Crofts, T. (2015). "Gender, pressure, coercion and pleasure: Untangling motivations for sexting between young people". *British Journal of Criminology*, 55(3), 454-473.

Mar 24 Porn

Nash, Jennifer C "Race-Pleasures: Sexworld and the Ecstatic Black Female Body," *The Black Body in Ecstasy: Reading Race, Reading Pornography*

Ziv, A "Female Sexual Subjectivity in a Queer World" Explicit Utopias (critique of trans porn especially ftm)

Ryberg, I. (2013). "Every time we fuck, we win": The public sphere of queer, feminist and lesbian porn as a (safe) space for sexual empowerment. In T. Taormino, C. Parreñas Shimizu, C. Penley, & M. Miller-Young (Eds.), *The feminist porn book: The politics of producing pleasure* (pp. 140–154). New York, NY: Feminist Press.

Miller-Young, M. (2010). Putting hypersexuality to work: Black women and illicit eroticism in pornography. *Sexualities*, 13(2), 219–235.

Mar 31 Spaces of Pleasure I: Bathhouses, Dungeons, Theatres, Parks

Times Square Red, Times Square Blue

Tewksbury, Richard. 2010. "Men and Erotic Oases." *Sociology Compass* 12(4):1011–1019.

Holmes, Dave et al. "Faceless sex: glory holes and sexual assemblages." *Nursing philosophy: an international journal for healthcare professionals* 11 4 (2010): 250-9 .

Stryker, S. (2008). Dungeon intimacies: The poetics of transsexual sadomasochism." *Parallax*, 46, 36–47.

Haywood, C. (2018). 'Leaving masculinity at the car door': Dogging, de-subjectification and the pursuit of pleasure. *Sexualities*, 21(4), 587–604.

Harviainen, JT and Frank K (2016) Group sex as play rules and transgression in shared non-monogamy. *Games and Culture* DOI: 10.1177/1555412016659835.

Apr 6

“Conference” Presentations

University Policies

Academic Accommodation You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see the Student Guide

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website: <https://carleton.ca/pmc/> for the deadline to request accommodations for the formally-scheduled exam (if applicable).

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence, which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Read more about academic integrity here:

<https://carleton.ca/registrar/academic-integrity/>