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  
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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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Seminar Participation</td>
<td>25%</td>
<td></td>
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<tr>
<td>Proposal and Annotated Bib</td>
<td>10%</td>
<td>Jan 28th</td>
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<tr>
<td>First Draft Paper</td>
<td>20%</td>
<td>March 10th</td>
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<tr>
<td>Final Paper</td>
<td>25%</td>
<td>March 29th</td>
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<tr>
<td>“Conference” Presentation</td>
<td>20%</td>
<td>April 6th</td>
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<tr>
<td>Bonus Marks</td>
<td>3 raw marks</td>
<td>Attend Jennifer C. Nash lecture</td>
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"Conference" Presentation due date is confirmed on Carleton Central.
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


**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)

Wooten, Terrance (2019) “Sex Offender”

Amin, Kadji (2019) “Pedophile”


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?


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?


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?


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?


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 Divotteeism”

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


Mar 3

“Reluctant Objects...” HIV/AIDS


Mar 10

BDSM


Weiss, Margo Techniques of Pleasure (argues not progressive)

**Mar 17**  **Techno-desires**


**Mar 24**  **Porn**

Nash, Jennifer C “Race-Pleasures: Sexworld and the Esctatic 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)


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

Times Square Red, Times Square Blue


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/