

FRAN*6200 | Research Topics in Family Relations and Human Development | Becomings: Emerging Directions and Critical Dialogues in Gender, Sexuality and Human Development | Professor Carla Rice

Instructors: Professor Carla Rice with Class Co-Developers Carm De Santis, Joanna Holliday, Nicole Jeffrey, Andrea LaMarre, Victoria Pileggi, Maria Tetro, & Erin Watson [and instructor/learner Jessica Wood]

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Office Hours: Thursday 11:30 to 1:30 pm, by appointment

Course Time: Thursday 4:20PM -7:20PM

Course Location: Blackwood Hall Room 102

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Course Overview

In this course, we engage with emerging directions and critical dialogues in the inter- and trans-disciplinary study of gender, sexuality and “human development” (broadly defined). By collectively determining course topics and evaluation methods, we centre professor/student collaboration in innovative ways that open space for maximum teacher/learner engagement in curriculum development and delivery. Fusing critical pedagogy, methodology and theory, the course provides a unique opportunity for students to become closely acquainted with important new directions in theory and to gain greater familiarity with emergent and creative methods for understanding and appreciating the vast diversity of human experience. Emphasis will be placed on student research interests, on gender and sexuality theory, and on emergent notions of human development as becoming.

Course Themes and Topics

This is an open topics course. Based on the interests of those who came to our organizing meetings, held on October 30th, between 12:30 to 2:30, Nov 27th, from 9am to 11:30am, and on December 18th, we together decided on course themes, determined readings, established the learning objectives of the course, and developed assignments and evaluation criteria.

Agreed-upon areas of theoretical and methodological exploration are as follows:

- Theories of Gender, Sex, Sexuality, the Body and Embodiment, including Performativity Theory, The New Materialism, Body Becoming Theory and Posthumanist Studies
- Self-Other Relations, Encounters with Difference, and the Question of the Posthuman
- Intersectional Approaches in Theorizing and Research
- Sexuality, Sexualization, Sexual Identity, Desire, and Pleasure
- Critical and Feminist Pedagogy and Theory
- Time, Memory and Futurity

- Emergent and Creative Approaches to Research and Knowledge Mobilization

This course will start in January 2015, running for 12 weeks on Thursdays from 4:10 pm to 7:00 pm. Enrolment is limited to 25 students. Masters and doctoral students from within the CSAHS and across and beyond the University of Guelph are eligible. For more information and to enroll, please contact Dr. Carla Rice, at carlar@uoguelph.ca

Course Learning Objectives

This course has eight collectively-determined objectives:

1. Establish a critical appreciation of contemporary feminist-informed gender, sex, and sexuality theory, theories of embodiment, materialization, and body management, as well as critical pedagogy and post-humanist theory
2. Develop an understanding key aspects of various frameworks (e.g. performativity, embodiment, new materialism, body becoming theory, sexuality theory) and how these might be used within critical feminist scholarship/praxis
3. Apply at least two theoretical frameworks (e.g. new materialism, body becoming theory) in student and instructor areas of research interest to clarify how theory can be brought into analysis and practical application (i.e. interpreting and evaluating literary texts, designing research studies, interpreting data, and performing psychotherapy)
4. Critically engage with texts introduced by developing a collection of reading notes and reflections on materials as students and instructor progress through the course, adding in insights from class members following discussions and treating reflections as a dynamic exploration of theory and its implications for methodology and interpretation
5. For those interested in digital technologies, engage in a 'hands on' examination of course and other texts (literary texts and research data), and through an interactive mode (blogging, digital storytelling) to understand how digital tools can reveal new meanings
6. 'Take risks' and experiment with theory by engaging in lively and respectful class discussion around how theory can be applied to our diverse topic interests to enrich and nuance student/instructor understandings of texts and lives
7. Integrate theory-work introduced in the course and identify how this theory might help to fill gaps in prior theorizing around gender, sex and sexuality development, subjectivity, identity and difference, body practices/management issues, embodiment/materialization, and the posthuman
8. Develop proficiency in collaborative student-led inquiry, including cooperative curriculum development and course delivery, and collective determination types of assignments and assessments

Explanation of Course Assignments and Assessment

Presentation and Critical Reflection of Selected Texts - 2 at 35% each (20% presentation, 15% written reflection)

Over the course of the semester, students and instructor will engage in a deep reading of two major theoretical texts introduced in the course. For each, the student or instructor will develop a presentation of the key ideas introduced in the text, their interpretation of the text, and its applicability to their main area of interest (sexuality development specifically focusing on virginity, sexualization, or body management practices, for example). Each will identify areas where they feel that their understanding could be enhanced and develop questions to pose to the class during their presentation. Students or instructor will circulate the questions at least two days prior to the presentation to allow peers to reflect on them prior to class time.

Prior to or following presentations, students will prepare a written reflection on the chosen reading, focusing on the following: main theoretical ideas presented, their interpretation of the text, how it can be applied to their area of interest (e.g. sexualization, body management issues, gender in 19th century Anglo women's poetry, etc), how/if it expands upon their prior knowledge of gender, sexuality and embodiment, and questions that remain. Students may choose to solicit comments about their presentation by asking the group to identify i) what they, in their role as scholar/instructor, did well and ii) what they might want to unpack or develop further. Following the presentation, they will integrate insights generated through class discussion into their written reflection (which should be at least 1500 words).

Engagement- 30% (15% engagement in discussion plus 15% engagement with readings through a reading log, through reflective comments posted in an online interactive mode, or through a digital story that animates the theory)

Throughout the semester, students will complete a collection of reading notes to foreground their participation in class discussions. They will develop an outline for their reading log with the following sections: key theoretical ideas, tensions between/contributions to other course readings, questions remaining/knowledge gaps. Following in-class discussions, they will revisit their notes and reflect on how discussions have helped to fill gaps left following their reading, and/or note any additional questions raised.

Rather than a reading log/notes, some students may choose to post their reflective comments in an interactive mode online, either in discussion format via Courselink or a blog. Alternatively, those interested in digital storytelling might opt to develop a digital story that animates and explicates the theory introduced and their reflections on/applications of it.

In class, students will commit to engaging in open and respectful discussion with peers about sometimes difficult readings that may be interpreted differently based on each class member's social location and areas of interest. For students and instructor, part of this engagement will involve avoiding monopolizing conversations and being sure to engage in active listening rather than always talking.

Accessibility

The University of Guelph Accessibility Statement: The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual

rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities (soon to be re-named Student Accessibility Services) as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the [CSD website](#). The standard statements are available on the [AVPA website](#) (undergraduate courses) or from the Office of Graduate Studies (Graduate Courses).

Course Accessibility Statement: I expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in the classroom. I also expect that as a class, we will collectively attend to and respect all of these needs. As such, we will begin this class with a discussion about accessibility and how we can collectively, and perhaps creatively, make the classroom accessible to everyone. If you do not feel comfortable sharing your accessibility needs in class, please talk to me or visit: Centre for Students with Disabilities at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the [CSD website](#). If you want to pursue the question of access and accommodation more fully please consider checking out “Beyond Compliance” <http://bcccsyracuse.wordpress.com/>, which is a more radical accessibility statement.

Timely Feedback on Work

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows you to measure your understanding of material and your progress on learning objectives. All University of Guelph instructors must provide meaningful and constructive feedback to students prior to the 40th class day.

Academic Misconduct

It is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Graduate Calendar: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml

Reading List January 8 to April 2015

Introduction

WEEK 1 • January 8th, 2015

Terms of Engagement: Critical and Feminist Pedagogies • Carla to Lead

Required:

Britzman, D. P. (1998). "That lonely discovery": Anne Frank, Anna Freud and the question of pedagogy. In *Lost subjects, contested objects: Toward a psychoanalytic inquiry of learning*. (pp. 113-135). Suny Press. Jo to lead

Mar Pereira, M. (2012). Uncomfortable classrooms: Rethinking the role of student discomfort in feminist teaching. *European Journal of Women's Studies*, 19(1), 128-135. Andrea to lead

Robertson, K. & Zlotnick, S. (2010). Putting class back in the women's studies curriculum. *Feminist Teacher*, 20(2), 95-110. Andrea to lead

Kishimoto, K., & Mwangi, M. (2009). Critiquing the rhetoric of "safety" in feminist pedagogy: Women of color offering an account of ourselves. *Feminist Teacher*, 19(2), 87-102. Ornella to lead

Knoll, K. R. (2009). Feminist disability studies pedagogy. *Feminist Teacher*, 19(2), 122-133. Carm to lead

Section 1: Language, Gender, Power: An Introduction

WEEK 2 • January 15th, 2015

The Linguistic Construction Of Sexed Identity • Carla to Lead

Required:

Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex."* New York and London: Routledge.

Preface, pp. ix-xiv

Introduction, 1-23

Chapter 1: Bodies that Matter, 27-56

WEEK 3 • January 22nd, 2015

The Linguistic Construction Of Gender Identity • Jo to Lead

Required:

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York and London: Routledge.

Preface, pp. ix-xiv

Chapter 1: Subjects of Sex/Gender/Desire pp. 1-9

Part 4: Bodily Inscriptions, Performative Subversions, pp. 128-141

Conclusion, From Parody to Politics, pp 142-149

Recommended

Baker, P. (2008). *Sexed texts: Language, gender and sexuality*. London: Equinox.

Introduction, 1-23

Chapter 2: Accounting for Difference, 29-50

Chapter 3 Doing Gender: Community and Performativity, 72-89

Salih, S. and Butler, J., (Eds.). (2004). *The Judith Butler Reader*. Blackwell Publishing.

Introduction, 1-17

WEEK 4 • January 29th, 2015

The Linguistic Construction and Deconstruction of Masculinities • Victoria and Nicole to Lead Required • Victoria to Lead

Atkinson, M. (2011). *Deconstructing men & masculinities*. Toronto: Oxford University Press.

Introduction: Masculinity in Crisis?

Chapter 1. Men, Power, and Pastiche Hegemony

Chapter 3. The Lost (and Found) Boys

Chapter 6. Mass-Mediating Risk Masculinities

Chapter 7. The Unbearable Whiteness of Being

Recommended • Nicole to Lead

Reeser, T. W. (2009). *Masculinities in theory: An introduction*. John Wiley & Sons.

Introduction, 1-16

Chapter 1: Theorizing Masculinity, 17-54

Chapter 2: Social Masculinity and Triangulation, 55-71

Chapter 3: Sexing Masculinity, 72-90

Chapter 4: Theorizing the Male Body, 91-118

Connell, R. W. (2005). *Masculinities* (2nd Ed.) Los Angeles: University of California Press.

WEEK 5 • February 5th, 2015

Undoing Gender • Carm to Lead

Required

Butler, J. (2004). *Undoing Gender*. New York and London: Routledge.

Introduction: Acting in Concert, 1

Chapter 1: Beside Oneself: On the Limits of Sexual Autonomy, 17

Chapter 2: Gender Regulations, 40

Chapter 3: Doing Justice to Someone: Sex Reassignment and Allegories of Transsexuality, 57

Chapter 4: Undiagnosing Gender, 75

Chapter 9: The End of Sexual Difference?, 174

Chapter 10: The Question of Social Transformation, 204
Chapter 11, Can the “Other” of Philosophy Speak? 232

Section II: Embodiment, Sexuality & the Body Becoming

WEEK 6 • February 12th, 2015

Embodiment & Identity • Victoria & Andrea to Lead

Required • Victoria to Lead

MacLachlan, M. (2004). *Embodiment: Clinical, critical and cultural perspectives on health and illness*. New York: McGraw-Hill International.

Chapter 1, 1-23

Chapter 2, 25-45

Chapter 3, 48-81

Chapter 4, 84-106

Chapter 7, 170-179

Recommended • Andrea to Lead

Weiss, G. (2013). *Body images: Embodiment as intercorporeality*. Routledge.

Introduction, 1-6

Chapter 1, 7-39

Chapter 3, 65-86

Chapter 4, 87-102

Chapter 7, 129-163

Conclusion, 166-170

Leder, D (1990). *The Absent Body*. Chicago: The University of Chicago Press.

Introduction, 1-10

Part 1: Phenomenological Investigations, 11-102

WEEK 7 • February 19th, 2015 READING WEEK

WEEK 8 • February 26th, 2015

Sexuality Studies • Carm and Maria to Lead

Required • Carm to Lead

Jackson, S., & Scott, S. (2010). *Theorizing sexuality*. McGraw-Hill International.

Required • Maria to Lead

Seidman, S. (2003). *The social construction of sexuality*. New York: Norton.

Recommended

Ann Laura Stoler. (1995). *Race and the education of desire: Foucault's history of sexuality and the colonial order of things*. Duke University Press.

WEEK 9 • March 5th, 2015

Sexuality Studies II • Erin and Nicole to Lead

Required • Nicole to Lead

Gavey, N. (2012). Beyond “empowerment”? Sexuality in a sexist world. *Sex roles*, 66(11-12), 718-724.

Hammonds, E. (2004). Black (w) holes and the geometry of black female sexuality. *The Black studies reader*, 301-314.

Required • Erin to Lead

Egan, R. D. (2013). *Becoming sexual: a critical appraisal of the sexualization of girls*. John Wiley & Sons.

WEEK 10 • March 12, 2015

The Becoming of Bodies: Toward a Corporeal Feminism • Jo to Lead

Required

Grosz, E. A. (1994). *Volatile bodies: Toward a corporeal feminism*. Indiana University Press.
Introduction, 3-27

Chapter 1: Refiguring Bodies

Chapter 4: Lived Bodies, 86

Chapter 5: Nietzsche and the Choreography of Knowledge

Chapter 6: The Body as Inscriptive Surface

Chapter 7: Intensities and Flows, 160

Chapter 8: Sexed Bodies, 187

Recommended

Grosz, E. (2004). *The nick of time: Politics, evolution, and the untimely*. Duke University Press.
Introduction

Grosz, E. (2011). *Becoming undone*. Durham & London: Duke University Press.

Section III: The New Materialisms

WEEK 11 • March 19th, 2015

Introducing the New Materialisms • Andrea to Lead

Required • Andrea to Lead

Alaimo, S., & Hekman, S. (Eds.). (2007). *Material Feminisms*. Indiana University Press.

Introduction: Emerging models of materiality in feminist theory, 1-22

Chapter 1: Darwin and feminism: Preliminary investigations for a possible alliance, 23-51

Chapter 3: Constructing the ballast: An ontology for feminism, 85-119

Recommended

Coole, D., & Frost, S. (2010). *New Materialisms: Ontology, Agency, and Politics*. Durham & London: Duke University Press.

Introducing the new materialisms, pp. 1-43

The Inertia of Matter and the Generativity of Flesh, Coole

Fear and the Illusion of Autonomy, Frost

Materialities of Experience, Connolley

Birke, L. (2000). *Feminism and the biological body*. New Brunswick, NJ: Rutgers University Press

WEEK 12 • March 26th, 2015

Sex, Gender and the New Materialisms • Maria to Lead

Required • Choose Fausto-Sterling or Hird

Fausto-Sterling, A. (2012). *Sex/gender: Biology in a social world*. London and New York: Routledge. Pp 1-123.

Hird, Myra J. (2004) *Sex, Gender and Science*. New York: Palgrave Macmillan. Pp 1-151.

Chapter 1, Introduction

Chapter 2, Making Sex, Making Sexual Difference

Chapter 3, The Body of Sexual Difference

Chapter 4, The New Materialism

Chapter 5, The Non Linear Evolution of Human Sex

Chapter 6, Sex Diversity in Non Human Animals

Chapter 7, Sex Diversity in Human Animals

Chapter 8, How to Have Sex Without a Man or a Woman

Recommended • Open

Barad, K. (2003). Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter. *Signs: Journal of Women in Culture and Society*, 28(3), 801-831.

Barad, K. (2011). Nature's queer performativity. *Qui Parle: Critical Humanities and Social Sciences*, 19(2), 121-158.

Section IV: Toward Feminist Post-Humanism

WEEK 13 • April 2nd, 2015

What is the Posthuman? Carla to Lead

Required

Braidotti, R. (2013). *The Posthuman*. Cambridge: Polity Press.

Introduction, 1

Chapter 1: Post-Humanism: Life Beyond the Self

Chapter 4: Posthuman Humanities: Life Beyond Theory

Conclusion

Recommended

Braidotti, R. (2011). *Nomadic theory: The portable Rosi Braidotti*. Columbia University Press.
esp. chapter “Matter-Realist Feminism”]

Introduction

Chapter 5: Matter-realist Feminism

Wolfe, C. (2010). *What is posthumanism?* University of Minnesota Press.

Introduction

Chapter 1 Meaning and Event

Chapter 2 Language, Representation and Species

Chapter 3 Flesh and Finitude

Chapter 4 Animal Studies, Disciplinarity and the (post) Humanities

Chapter 5 Learning from Temple Grandin

Recommended • Andrea to Lead

Haraway, D. (1991). A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century. In *Simians, Cyborgs and Women: The Reinvention of Nature* (pp. 149-181). New York: Routledge.

Coleman, R., & Ringrose, J. (Eds.). (2013). *Deleuze and research methodologies*. Edinburgh University Press.