



School: **School of Philosophical & Historical Inquiry (SOPHI)**
Department/Program: **Gender and Cultural Studies**
Unit of Study: **BODIES SEXUALITIES & IDENTITIES**
Session: **GCST2607, Semester 1, 2016**

Unit of Study Outline



Image copyright: *Showgirls* [film], 1995. Carolco Pictures.

Unit Coordinators

Unit coordinators are listed on undergraduate and postgraduate coursework semester timetables, and can be consulted for help with any difficulties you may have. Unit coordinators (as well as the Faculty) should also be informed of any illness or other misadventure that leads students to miss classes and tutorials or be late with assignments.

Unit Coordinator: **A/Prof Kane Race**
Location: K.408 Western Tower, Main Quadrangle A14
Email address: Kane.race@sydney.edu.au
Phone: +61-2-9351-3662
Consultation Hours: Friday 10am – 12pm
TUTORS: TBA

This Unit of Study Outline **MUST** be read in conjunction with the Faculty of Arts and Social Sciences Student Administration Manual (sydney.edu.au/arts/current_students/student_admin_manual.shtml) and all applicable University policies.

In determining applications and appeals, it will be assumed that every student has taken the time to familiarise themselves with these key policies and procedures



GCST2607. Bodies, Sexualities & Identities

UNIT DESCRIPTION

In this unit of study we will examine the ways in which queer, feminist and other cultural theories have theorised and studied bodies, sexualities and identities. The body and sexuality have been shown to be a major site for the operation of power in our society. We will look at how bodies and sexualities give rise to critical understandings of identity. The unit of study will be devoted to working through some of the major theories of sexuality and embodiment, and the analysis of cultural practices.

PREREQUISITES

12 Junior credit points from (Gender and Cultural Studies, Anthropology, Sociology, ENGL1008, ENGL1026, PHIL1011 or PHIL1013)

LEARNING OUTCOMES

OBJECTIVES

- To introduce some of the key critical theories which have been used to understand sexualities and sexual politics.
- To develop critical and creative approaches to bodies, sexualities and identities.
- To develop skills in drawing on material from a range of different disciplines to form critical/constructive perspectives on bodies, sexualities & identities
- To analyze cultural, textual, and empirical phenomena by drawing on critical theories of gender and sexuality.

OUTCOMES

By the end of this course, students will develop the following qualities, in line with the Faculty of Arts & Social Sciences schedule of Graduate Attributes:

Research & Inquiry

- An understanding of some of the key ways in which sexualities have been understood and theorised within the humanities and social sciences.

Information Literacy

- An ability to evaluate and draw upon different sources of information in order to understand and analyse contemporary and historical sexualities

Personal & Intellectual Autonomy

- New ways of thinking about questions of sexuality and identity

Ethical, Social and Professional Understanding

- A greater appreciation of cultural, sexual and gender diversity

Communication

- Skills in communicating and articulating complex critical and conceptual perspectives on bodies, sexualities and identities.

LEARNING STRUCTURE

This course consists of a 2 hour lecture and 1 hour tutorial each week.

The lecture program is organised thematically. In order to participate fully in the course, students must read the readings assigned for that week *before* the lecture and tutorial.

Tutorials consist of focused conversation about the readings for that week, guided or facilitated by the tutor. What this means is that you will need to play an active part in the learning experience. You should come to class prepared to discuss your own point of view on the materials, including any difficulties or insights you have experienced in the course of reading them. The goal of discussion is for each of us to clarify our individual thinking on the topic at hand and to assist other members of the class in doing so. It will be the job of each of us to work out the most useful remarks to say about the material as we help each other understand the relevant issues and elaborate original perspectives on the material.

UNIT SCHEDULE

For a detailed list of lecture themes, readings and reference resources, please refer to the final section of this course outline.

Semester One 2016

Week	Week beginning	Lecture [content]	Tutorial
1	29 February	Introduction	NO TUTORIAL
2	07 March	The Will to Know	The Will to Know
3	14 March	Gendering Sex	Gendering Sex
4	21 March*	Relational Identity	Relational Identity
BREAK	28 March – 3 April	SESSION BREAK / EASTER	
5	4 April	Bodies and Pleasures	Bodies and Pleasures
6	11 April	Sexing Bodies	Sexing Bodies
7	18 April	Transgender Experience	Transgender Experience
8	25 April*	AIDS & the Body Politic	AIDS & the Body Politic
9	02 May	Sexual Citizenship	Sexual Citizenship
10	09 May	Queering Migration	Queering Migration
11	16 May	Drugs and Domesticity	Drugs and Domesticity
12	23 May	Collective Lecture Prep	Planning Tutorial
13	30 May	Collective Lecture: Counterpublic Health Beyond Identities	NO TUTORIAL
STUVAC	06 June	STUVAC	
EXAMS	13 June*	EXAM PERIOD commences	

* NB: Public holidays on Friday 25 March, Monday 25 April, and Monday 13 June.

According to Faculty Board Resolutions, students in the Faculty of Arts and Social Sciences are expected to attend 80% of their classes. If you attend less than 50% of classes, regardless of the reasons, you may be referred to the Examiner's Board. The Examiner's Board will decide whether you should pass or fail the unit of study if your attendance falls below this threshold. If a unit of study has a participation mark, your attendance may influence this mark. For more information on attendance, see

http://sydney.edu.au/arts/current_students/policies.shtml.

READING REQUIREMENTS

Students must purchase the course reader from the Copy Centre.

Readings are of varying length and difficulty, but it is important to complete them each week to fully participate in the course. Work in queer theory is notoriously difficult and complex. Do not panic if you do not understand everything in the readings: This is what the lectures and tutorials are for. The lectures will aim to unpack key arguments from the readings and it is strongly recommended you attend all lectures if you wish to benefit from this course.

Since it forms the basis of so much work on sexualities, students are strongly encouraged to purchase and read:

- **Foucault, M. 1978. *The History of Sexuality Volume 1: An Introduction*. Penguin.**

The first essay question requires you to interpret aspects of the film

- ***Showgirls* (1995, dir. Verhoeven).**

The film will be screened in class and a copy will be placed in Fisher Library Special Reserve, but unfortunately it is not available to stream from the library and so you may wish to check if you can download or borrow the film externally, and, if this is not possible, you're advised to purchase it.

Other essay question options ask you to analyze the films *Head On* (1998, dir. Kokkinos) and *Black Swan* (2010, dir. Aronofsky). Where available for streaming, a link to these films will be created in the LMS, and a copy of each will also be placed in Special Reserve.

Suggestions for supplementary reading and research on course themes are listed in the course schedule. *These suggestions have been selected carefully and you are advised to engage with them as a first point of call if you wish to deepen your understanding of a given topic.*

Other useful books are listed below. These books have been placed in Special Reserve in Fisher library where available.

Indicative reading

Foucault, M. 1978. *The History of Sexuality Volume 1: An Introduction*. Penguin.

David Halperin. 1995. *Saint Foucault*. Oxford and New York: Oxford UP

Ladelle McWhorter. 1999. *Bodies & Pleasures: Foucault & the Politics of Sexual Normalization*. Indiana UP.

Didier Eribon. 2004. *Insult and the Making of the Gay Self*. Duke UP

Judith Butler. 2004. *Undoing Gender*. NY: Routledge

Judith Butler. 1990. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge.

M. Warner. 1999. *The Trouble with Normal: Sex, Politics & the Ethics of Queer Life*. Harvard UP.

M. Warner. 2002. *Publics and Counterpublics*. New York: Zone Books.

Eve Kosofsky Sedgwick. 1990. *Epistemology of the Closet*. Berkely: University of California Press.

Eve K. Sedgwick. 1993. *Tendencies*. Duke UP.

Eve K. Sedgwick. 1985. *Between Men: English Literature and Male Homosocial Desire*. Columbia UP.

Kane Race. 2009. *Pleasure Consuming Medicine: The Queer Politics of Drugs*. Duke UP.

Douglas Crimp. 2002. *Melancholia and Moralism: Essays on AIDS and Queer Politics*. MIT Press.
 Paul Sendziuk. 2003. *Learning to Trust: Australian Responses to AIDS*. UNSW Press.
 Ghassan Hage. 1998. *White Nation: Fantasies of White Supremacy in a Multicultural Society*. Pluto Press.
 Sara Ahmed. 2006. *Queer Phenomenology*. Durham: Duke UP.
 Cathy Cohen. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. 1999.
 Gayatri Gopinath. 2005. *Impossible Desires: Queer Diasporas and South Asian Public Cultures*. Durham: Duke UP.
 Dean Spade. 2011. *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of the Law*. New York: South End Press.
 Elspeth Probyn. 1993. *Sexing the Self: Gendered Positions in Cultural Studies*. Routledge

Useful anthologies and overviews

The following collections provide good overviews of the field and are particularly useful

D. Hall & A. Jagose. 2013. *The Routledge Queer Studies Reader*. Routledge.
 Annamarie Jagose. 1996. *Queer Theory*. Melbourne University Press.
 D. Bell & J. Binnie. 2000. *The Sexual Citizen: Queer Politics and Beyond*. Polity Press
 Henry Abelove et al. 1993. *The Lesbian and Gay Studies Reader*. Routledge.
 Susan Stryker & S. Whittle. 2006. *The Transgender Studies Reader*. Routledge.
 A. Medhurst & S. Munt. 1997. *Lesbian & Gay Studies: A Critical Introduction*. Cassell.

Journals for browsing (this list is by no means exhaustive)

GLQ
 Sexualities
 Body & Society
 Social Text
 Differences
 Australian Feminist Studies
 Journal of Gender Studies
 Sexuality Research and Social Policy

ONLINE COMPONENTS

This unit requires regular use of the University's Learning Management System (LMS), also known as Blackboard. You will need reliable access to a computer and the internet to use the LMS. The University uses learning analytics to understand student participation on the LMS and improve the student learning experience.

Course assignments must be submitted through the LMS. See below under Submission of Assessments.

The easiest way to access the LMS is through MyUni (click on the 'MyUni' link on the university home page, <http://sydney.edu.au> or link directly to the service at <https://myuni.sydney.edu.au/>). There is a 'Blackboard LMS' icon in the top row of the QuickLaunch window on the left hand side of the screen.

If you have any difficulties logging in or using the system, visit the Student Help area of the LMS site, <http://sydney.edu.au/elearning/student/help/>.

The University's Privacy Management Plan governs how the University will deal with personal information related to the content and use of its web sites. See <http://sydney.edu.au/privacy.shtml> for further details.

Lecture Recording

Lectures delivered in University-owned lecture theatres are recorded and may be made available to students on the LMS. However, you should not rely on lecture recording to substitute your classroom learning experience.

ASSESSMENT TASKS AND DUE DATES

You will be assessed for this unit on the basis of the following activities, which are outlined in further detail below. All activities are compulsory and you must complete each of them to pass the course.

- **COURSE PARTICIPATION: 10%**
- **ESSAY 1. Due 11 April. 1500 words. 40%**
- **ESSAY 2. Due 13 June. 2500 words. 50%**

COURSE PARTICIPATION: 10%

In Week 13, all students will participate in a collective lecture on *Counterpublic Health: Beyond Identity*. Each tutorial group will be assigned one of the readings that are set for that week and must work together to prepare a 12 minute presentation on that reading as part of the final lecture.

Your participation mark will be based on how well you participate in the process of preparing for this collective discussion. Most of this process will take place in tutorials, and will draw on what you have learnt throughout the course. Therefore, you can assume the process begins in Week 2.

ESSAY 1. Due 11 April. 1500 words. 40%

N.B. To pass this essay, your answer must engage with at least 4 readings from Weeks 2 – 5 (supplementary readings are admitted in this count).

While most of these questions are fairly simple, the essay should be treated as an opportunity for you to demonstrate your comprehension of the topics dealt with in Weeks 1 – 5.

This **does not** mean a regurgitation or summary of tracts of theory. Course concepts/ideas/arguments should be mobilized creatively and selectively where they help you address your question.

PICK ONE

1. Is Nomi Malone a whore or a goddess? Who wants to know? Why does it matter?
2. When read backwards and upside down, NOMI becomes I WON. Did she? What did she win and how? Describe her process.
3. What do nails represent in *Showgirls*? What relations do they bear the potential to enact?
4. Compare Nomi and Cristal's strategies for surviving Vegas. Whose is better?
5. 'In any erotic rivalry, the bond that links the two rivals is as intense and potent as the bond that links either of the rivals to the beloved,' Eve K Sedgwick famously argued in *Between Men* (Week 3) How does this idea play out in *Showgirls*? How do the "discrediting" identities of the whore and the lesbian work to structure relations among women in the film?

6. Critics have compared *Black Swan* (2010, dir. Aronofsky) to *Showgirls* and suggested *Black Swan* is “simply higher priced cheese”. Compare the challenges confronted by Nina and Nomi, the respective leads of each film, and their nature. Who comes off better and why? Compare the theories of pleasure and female agency that each film proposes.
7. Nomi evokes the injunction Know Me. Is Nomi’s orgasm in the pool scene authentic or fake? How do we know? What difference does it make, and for whom?
8. Nomi is referred to as Pollyanna on a number of occasions in *Showgirls*. Indeed, Polly was once her name. What does Cristal teach “Polly” about sex, identity, and identification in the world of Vegas? What are the uses and potential abuses of sexual pedagogy, and what do you make of Nomi’s rejection of Cristal’s efforts?
9. What does *Showgirls* teach us about heterosexual economies?

ESSAY 2. Due 13 June. 2500 words. 50%

PICK ONE of the questions on *Head On* or one of the other questions

Head On questions:

- a) If public respectability hinges on the acquisition of racial “national capital”, as Ghassan Hage has suggested (Week 9), what are the sexual and gendered dimensions of this? Discuss with reference to *Head On*.
- b) Consider the scene in the police station in *Head On*, and its aftermath. What is going on here? Can Eve Kosofsky Sedgwick’s work on triangles (Week 3) help you explain this?
- c) Ari’s sexuality works on (or with) the material he inherits from his migrant family in *Head On*. Discuss the creative dimension of his desires and his sexual experiments.
- d) What does marriage and/or the family structure promise to characters in the world of *Head On*? Your answer should consider how the family mediates issues of sexuality, gender, ethnicity, nationality, settlement in a new country and class.
- e) What’s at stake in Ari’s rejection of Sean’s romantic overtures in the final part of *Head On*? Is this a respectable move on his part? For whom?

Other questions:

1. What are the costs of seeking recognition and equality on the basis of minoritized identity in liberal democracies? What exclusions does this process potentially create, how, and why?
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2. Is identity politics (and specifically, the objective of claiming state recognition for identity) a good strategy for gender diverse subjects? What are the promises, risks and potentials of this strategy?

3. When sexual identities are formally recognised (i.e. accorded formal equality), the neoliberal state finds other ways of policing minoritized groups. Discuss.
4. National drug policy is more concerned with shoring up normative notions of citizenship than responding constructively to problems associated with illicit drug use. Discuss.
5. How do official responses to the early AIDS crisis in Australia compare to those of the USA and UK? What are the effects of inclusion in (vs exclusion from) the body politic for affected communities?
6. Discuss some of the challenges of doing HIV prevention and care in a homonormative context.
7. "The problem is not to discover in oneself the truth of one's sex, but rather, to use one's sex henceforth to arrive at a multiplicity of relationships," said Foucault in "The Politics of Friendship" (Week 5). Given the affirmative nature of this claim, how might it reframe common understandings of transgender desire, experience and/or politics?
8. Consider the fates of the non-white characters in *Showgirls*. What does the film teach us about the terms of social membership in white-settler worlds? You should consider the moments in which various characters are biologized (i.e. reduced to their bodily and/or reproductive functions).
9. Draw connections between the reading you have been assigned for Week 13 and any other readings assigned for the course (at least 3 other readings).
10. Formulate a proposal for counterpublic health.
 - Your proposal should concern a specific subordinated population or situation, preferably in Australia (or a country whose culture you are immersed in), where suffering or vulnerability derives from prevailing sociopolitical arrangements.
11. Propose your own question, in consultation with me. You may have to modify your topic in response to any suggestions I have prior to my approval. The cut-off date for submitting your proposed question is **23 May. Proposals will not be considered after this date.**

ASSESSMENT CRITERIA

This unit uses standards-based assessment for award of assessment marks. Your assessments will be evaluated solely on the basis of your individual performance.

SUBMISSION OF ASSESSMENTS

Compliance Statements

All students are required to submit an authorised statement of compliance with all work submitted to the University for assessment, presentation or publication. A statement of

compliance certifies that no part of the work constitutes a breach of the *Academic Honesty in Coursework Policy 2016*.

The format of the compliance statement will be in the form of:

- a. a University assignment cover sheet; or
- b. a University electronic form.

Assessment Submission

Electronic submission of assessment tasks via the University's Learning Management System will be required by the due date. Written assessments must be submitted online through the LMS. Other assessments, for example visual or oral assessments, must be submitted according to the assessment instructions.

Work not submitted on or before the due date are subject to a penalty of 2% per day late. Refer to http://sydney.edu.au/arts/current_students/late_work.shtml for the Policy on Late Work.

ACADEMIC DISHONESTY AND PLAGIARISM

Academic honesty is a core value of the University, so all students are required to act honestly, ethically and with integrity. This means that the University is opposed to and will not tolerate academic dishonesty or plagiarism, and will treat all allegations of academic dishonesty and plagiarism seriously. The consequences of engaging in plagiarism and academic dishonesty, along with the process by which they are determined and applied, are set out in the *Academic Honesty in Coursework Policy 2016*. You can find these documents University Policy Register at <http://sydney.edu.au/policies> (enter "Academic Honesty" in the search field).

Definitions

According to the Policy, **plagiarism** means representing another person's work (i.e., ideas, findings or words) as one's own work by presenting, copying or reproducing it without appropriate acknowledgement of the source. **Academic dishonesty** means seeking to obtain or obtaining academic advantage for oneself or others (including in the assessment or publication of work) by dishonest or unfair means. Academic dishonesty includes, but is not limited to:

- Resubmission (or recycling) of work that is the same, or substantially the same as work previously submitted for assessment in the same or in a different unit of study. Every unit of study expects each student to produce new material based upon research conducted in that unit;
- Dishonest plagiarism;
- Engaging another person to complete or contribute to an assessment in your place; and
- Various forms of misconduct in examinations (including copying from another student and taking prohibited materials into an examination venue).

Use of Similarity Detection Software

Students should be aware that all written assignments submitted in this unit of study will be submitted to similarity detecting software known as **Turnitin**. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works, and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes. Further information about Turnitin is available at http://sydney.edu.au/arts/current_students/plagiarism_and_turnitin.shtml.

SPECIAL CONSIDERATION

Students can apply for Special Consideration for serious illness or misadventure. An application for special consideration does not guarantee the application will be granted.

Further information on applying for special consideration is available at http://sydney.edu.au/arts/current_students/special_consideration.shtml.

OTHER POLICIES AND PROCEDURES RELEVANT TO THIS UNIT OF STUDY

The Faculty's Student Administration Manual is available for reference here http://sydney.edu.au/arts/current_students/student_admin_manual.shtml. Most day-to-day issues you encounter in the course of completing this Unit of Study can be addressed with the information provided in the Manual. It contains detailed instructions on processes, links to forms and guidance on where to get further assistance.

YOUR FEEDBACK IS IMPORTANT

The Unit of Study Survey

The University conducts an online survey for units of study every semester. You will be notified by email when the survey opens. You are encouraged to complete the survey to provide important feedback on the unit just before the end of semester. You can complete the survey at <http://www.itl.usyd.edu.au/surveys/complete>

How Student Feedback has been used to develop this Unit of Study

This unit has been offered since 2008 and is revised regularly on the basis of student feedback, pedagogical concerns, and developments in the field. In particular, the assessments for the course have been modified and simplified to better realize learning objectives.

STAYING ON TOP OF YOUR STUDY

For full information visit http://sydney.edu.au/arts/current_students/staying_on_top.shtml

The Learning Centre offers workshops in Academic Reading and Writing, Oral communications Skills, Postgraduate Research Skills, Honours, masters Coursework Program, Studying at University, and Workshops for English Language and Learning. Further information about The Learning Centre can be found at http://sydney.edu.au/stuserv/learning_centre/.

The Write Site provides online support to help you develop your academic and professional writing skills. All University of Sydney staff and students who have a UniKey can access the WriteSite at <http://writesite.elearn.usyd.edu.au/>.

The FASS Writing Hub has a wide range of programs at both Undergraduate and Postgraduate levels that focus on writing across the curriculum. The FASS Writing Hub offers drop-in sessions to assist students with their writing in a one-to-one setting. No

appointment is necessary, and this service is free of charge to all FASS students and/or all students enrolled in WRIT units. To find out more visit

http://sydney.edu.au/arts/teaching_learning/writing_hub/index.shtml.

Pastoral and academic support for Aboriginal and Torres Strait Islander students is provided by the STAR Team in Student Support services, a dedicated team of professional Aboriginal people able to respond to the needs of students across disciplines. The STAR team can assist with tutorial support, mentoring support, cultural and pastoral care along with a range of other services. More information about support for Aboriginal and Torres Strait Islander students can be found at

http://sydney.edu.au/current_students/student_services/indigenous_support.shtml.

Free online Library tutorials are available at <http://sydney.edu.au/library/skills>, with one designed especially for students studying in the Humanities and Social Sciences at

<http://libguides.library.usyd.edu.au/>.

Mobile Learn is the Sydney Uni App for iPhone and Android. The full set of features available on the mobile app for the University LMS can be found in detail in this PDF document: [Features in the mobile App for the University LMS \(PDF\)](#). Search for *University of Sydney* on the iTunes store or the Android Marketplace, install the app, and you can access the LMS by clicking on the 'Bb Learn' icon. **Important:** due to the limitations of mobile devices you cannot submit assignments using the assignment tool. You should not complete graded tests (quizzes) using your mobile device due to the possibility of internet drop out.

OTHER SUPPORT SERVICES

Disability Services is located on Level 5, Jane Foss Russell Building G20; contact 8627 8422 or email disability.services@sydney.edu.au. For further information, visit their website at <http://sydney.edu.au/stuserv/disability/>.

Counselling and Psychological Services (CAPS) are located on Level 5, Jane Foss Russell Building G20; contact 8627 8433 or email caps.admin@sydney.edu.au. For further information, visit their website at http://sydney.edu.au/current_students/counselling/.

DETAILED SCHEDULE OF READINGS AND LECTURES

Week 1 2 March Introduction

- Meaghan Morris. 1997. Sticks and Stones and Stereotypes. In Adams, P. (ed) *The Retreat from Tolerance*. ABC Books
- Eve Kosofsky Sedgwick. 2003. Queer and Now. In *Tendencies*, Durham: Duke UP.
- Ben Bolton & Jess Kean. 2015. Explainer: What is Genderqueer? *The Conversation*. <theconversation.com/explainer-what-is-genderqueer-48596>

Supplementary reading

Michel Foucault (1978) *The History of Sexuality I*. Penguin. (Get a head start!)

Week 2 9 March The Will to Know

- Ladelle McWhorter. 1999. Views from the Site of Political Oppression. In McWhorter, *Bodies and Pleasures: Foucault and the Politics of Sexual Normalization*. Indiana UP.
- David Halperin. 1995. *Saint Foucault* [excerpt]. New York: Oxford UP.

Supplementary reading

Michel Foucault (1978) *The History of Sexuality I*. Penguin.

Elspeth Probyn (1997) Michel Foucault and the Uses of Sexuality. In A. Medhurst & S.Munt (eds.) *Lesbian and Gay Studies: A Critical Introduction*. Cassell.

David Halperin. 1995. *Saint Foucault*. New York: Oxford UP.

Eve Kosofsky Sedgwick. 1990. *Epistemology of the Closet*, (Introduction). Berkely: University of California Press.

Annamarie Jagose. 1996. *Queer Theory*. Carlton: Melbourne UP.

Heather Love. 2015. Doing Being Deviant: Deviance Studies, Description, and the Queer Ordinary. *differences* 26, 1: 74-95

Kane Race. 2015. Biomedical Discourses and Sexuality. In Whelehan & Bolin (ed.) *The International Encyclopedia of Human Sexuality*. Wiley-Blackwell.

Jeffrey Weeks (1982) The development of sexual theory and sexual politics. In M. Brake (ed.) *Human Sexual Relations*, New York: Pantheon.

Sigmund Freud (excerpts) In M. Brake (ed.) *Human Sexual Relations*, New York: Pantheon.

Week 3 16 March Gendering Sexuality

- Eve K. Sedgwick. 1985. *Between Men* [excerpts]. Columbia UP.
- Richard Dwyer (1997) Heterosexuality. In A. Medhurst & S.Munt (eds.) *Lesbian and Gay Studies: A Critical Introduction*. Cassell.

Supplementary reading

Gayle Rubin, with Judith Butler. 1994. Sexual Traffic. *Differences* 6 (2-3): 62-99.

Rubin, Gayle. 2004. "The Traffic in Women: Notes on the Political Economy of Sex." *Literary Theory: An Anthology*. Ed. Julie Rivkin and Michael Ryan. 2nd ed. Malden, MA: Blackwell, 2004. 770-794.

Wiegman, R. 2015. Eve's Triangles, or Queer Studies Beside Itself. *differences* 26,1: 48-73

Adrienne Rich (1980) Compulsory heterosexuality and lesbian existence. *Signs* 5,4: 631-660 (also in Abelove et al. (eds.) *LG Studies Reader*. Routledge)

M. Wittig (1980) One is not born a woman. In *The Straight Mind and Other Essays*. Beacon Press.

Judith Butler (1990) *Gender Trouble*. Routledge. Pp. 111-128.

C.J. Pascoe. 2005. 'Dude, you're a fag': Adolescent masculinity and the fag discourse. *Sexualities* 8(3):329-346.

Lynne Segal (1994) "Rethinking heterosexuality: women with men" and "Gay and lesbian challenges". In *Straight Sex: The politics of pleasure*. Virago Press.

Didier Eribon (2004) Heterosexual interpellation. In *Insult and the Making of the Gay Self*. Duke UP. Pp. 56-63.

Stevie Jackson (1999) *Heterosexuality in question*. Sage.

Paul Johnson (2005) *Love, heterosexuality and society*. Routledge.

Diane Richardson (1996) *Theorising heterosexuality*. Open UP.

Week 4 23 March Relational Identity

- C.J. Pascoe. 2005. 'Dude, you're a fag': Adolescent masculinity and the fag discourse. *Sexualities* 8(3):329-346.
- Feona Attwood. 2007. Sluts and Riot Grrrls: Female Identity and Sexual Agency. *Journal of Gender Studies*, 16:3, 233-247.

Screening: *Showgirls* (1995, dir. Verhoeven).

Supplementary Reading/Viewing

Melissa Hardie. 1996. Loose Slots: Figuring the Strip in Showgirls. *Xtext* 1: 24-35.

Eve K. Sedgwick. 1985. *Between Men* (Introduction, ,Chapter 1). Columbia UP.

Wiegman, R. 2015. Eve's Triangles, or Queer Studies Beside Itself. *differences* 26,1: 48-73

Leo Bersani. 1987. Is the Rectum a Grave? *October* 43: 197-222

Jessica Ringrose & Emma Renold (2012) Slut-shaming, girl power and 'sexualisation': thinking through the politics of the international SlutWalks with teen girls. *Gender and Education*, 24:3, 333-343

Rosalind Gill (2008) Empowerment/ Sexism: Figuring Female Agency in Contemporary Advertising. *Feminism & Psychology* 18(1): 35-60

Susan Jackson & Fiona Cram (2003) Disrupting the sexual double standard: Young women's talk about heterosexuality. *British Journal of Social Psychology* 42:113-27

Louisa Allen (2003) Girls want sex, boys want love: resisting dominant discourses of (hetero)sexuality. *Sexualities* 6(2):215-236

Black Swan (2010, dir. Aronofsky).

EASTER BREAK

Week 5 6 April Bodies and Pleasures

- Michel Foucault [1984] 'Sex, power and the politics of identity' and 'The Politics of Friendship'. In Rabinow, P. (ed.) *Ethics: Subjectivity and Truth*. London: Allen Lane/Penguin

- Ladelle McWhorter (1999) 'Self-overcoming through ascetic pleasures'. In McWhorter, *Bodies and Pleasures: Foucault and the Politics of Sexual Normalization*. Indiana UP.

Screening: *Gay Sex in the 70s* (2005, dir. Lovett)

Supplementary reading

- Michael Warner. 2000. *The Trouble With Normal: Sex, Politics and the Ethics of Queer Life*. Harvard UP.
- David Halperin. 1995. *Saint Foucault*. New York: Oxford UP.
- Leo Bersani. 1996. The Gay Daddy. Ch 3 of Bersani, *Homos*. Harvard University Press
- Iris Marion Young. 1980. Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality. *Human Studies*, 3, 2. pp. 137-156
- Bourdieu, P. (1984) Belief and the body. In *Distinction: A Social critique of the judgment of taste*. Routledge.
- Michel Foucault (1984), *The Use of Pleasures*. History of Sexuality Vol. 2. Penguin.
- Foucault, M. [1983] On the genealogy of ethics: An overview of a work in progress. In *Ethics: The Essential Works* 1. (1997) Edited by P. Rabinow. Penguin.
- Foucault, M. 2011. The Gay Science. *Critical Inquiry* 37: 385-401.
- Didier Eribon. 2004. *Insult and the Making of the Gay Self*. Duke UP. Part 3.
- Race, K (2008) The use of pleasure in harm reduction: perspectives from the History of Sexuality. *International Journal of Drug Policy* 19, 5: 417-423
- Heyes, C. (2007) *Self-transformations: Foucault, ethics, and normalized bodies*. Oxford UP.
- Kath Albury. 2015. Identity plus? Bi-curiosity, sexual adventurism and the boundaries of 'straight' sexual practices and identities *Sexualities* 18, 5-6: 649-664
- Jana Sawicki (1988) Identity politics and sexual freedom: Foucault and feminism. In I. Diamond & L. Quinby (eds.) *Feminism and Foucault*. Northeastern UP.
- Gayle Rubin. 1984. Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality. In H. Abelove et al. *The LG Studies Reader*. Routledge.
- Annamarie Jagose. 2013. Counterfeit Pleasures. In Jagose, *Orgasmology*. Duke UP.

David Bowie: Five Years in the Making of an Icon. (2013, dir. F. Whately, BBC)

Week 6 13 April Sexing Bodies

- Cheryl Chase (1998) Hermaphrodites with Attitude: Mapping the emergence of intersex political activism *GLQ* 4,2: 189-211. (also in the *Transgender Studies Reader* (ed. Stryker)
- Judith Butler. 2009. Wise Distinctions. *LRB Blog*.

Supplementary reading

- Judith Butler (1990) *Gender Trouble*. Routledge. Pp. 93-111
- Judith Butler (2004) Doing Justice to Someone. In *Undoing Gender*. Routledge.
- Anne Fausto-Sterling [2004] The Five Sexes: Why male and female are not enough. In M. Kimmel & R.Plante (eds.) *Sexualities: Identities, behaviours and society*. Oxford UP
- Thomas Lacquer (1992) *Making Sex: Body and Gender from the Greeks to Freud*. Harvard UP. Chapter 1.
- Kane Race. 2015. Biomedical Discourses and Sexuality. In Whelehan & Bolin (ed.) *The International Encyclopedia of Human Sexuality*. Wiley-Blackwell.

*Browse the website of the Organisation Intersex International Australia <https://oii.org.au>
Hilda Vilorio's website: <http://www.hidaviloria.com/>

Week 7 20 April Transgender Experience

- Sandy Stone [1991] *The Empire Strikes Back: A Posttranssexual Manifesto*. In Stryker & Whittle (eds. 2006) *The Transgender Studies Reader*. Routledge.
- Jason Cromwell (2006) *Queering the Binaries: Translocated Identities, Bodies and Sexualities*. In Stryker & Whittle, *The Transgender Studies Reader*. Routledge.
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Supplementary reading

Eve Sedgwick. 1991. How to Bring Your Kids Up Gay. *Social Text* 29: 18-27.
Butler, J. (2004) *Undoing Gender*. Routledge.
Kane Race. 2015. Biomedical Discourses and Sexuality. In Whelehan & Bolin (ed.) *The International Encyclopedia of Human Sexuality*. Wiley-Blackwell.
Stryker & Whittle (eds. 2006) *The Transgender Studies Reader*. Routledge
Susan Stryker (2006) 'My Words to Victor Frankenstein Above the Village of Chamounix: Performing Transgender Rage'. In Stryker & Whittle (eds. 2006) *The Transgender Studies Reader*. Routledge
Beatriz Preciado. 2013. *Testo-Junkie: Sex, Drugs and Biopolitics in the Pharmacopornographic Era*. The Feminist Press.
N. Sullivan (2006) 'Transmogrifications'. In Stryker & Whittle (eds. 2006) *The Transgender Studies Reader*. Routledge
Judith Halberstam. 1998. *Female Masculinity*. Duke UP
Jay Prosser (1998) *Second skins: the body narratives of transsexuality*. Columbia UP

*Browse the website of FTM Australia <http://www.ftmaustralia.org/>
Ian Harvie's website: www.ianharvie.com

Week 8 27 April AIDS and the Body Politic

- Leo Bersani. 1987. Is the Rectum a Grave? *October* 43: 197-222
- Simon Watney. 1987. Moral Panics. In Watney, *Policing Desire: Pornography, AIDS and the Media*. University of Minnesota Press.

Screening: *Rampant* (2007, Dir. Midwinter-Pitt).

Supplementary reading

Sendziuk, P. 2003. *Learning to Trust: Australian Responses to HIV/AIDS*. UNSW Press.
Cindy Patton. 1990. *Inventing AIDS*. Routledge.
Jeffrey Escoffier. 1998. The Invention of Safer Sex: Vernacular Knowledge, Gay Politics and HIV Prevention. *Berkeley Journal of Sociology* 43: 1-29.
Cohen, C. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. University of Chicago Press.
Susan Kippax and Kane Race. 2003. Sustaining Safe Practice: Twenty Years On. *Social Science & Medicine*, 57: 1-12

Marsha Rosengarten. 2009. The "Informed Matter" of HIV Prevention. Chapter 4 of Rosengarten, *HIV Interventions: Biomedicine and the Traffic between Information and Flesh*. University of Washington Press.

Kane Race (2009) *Pleasure Consuming Medicine*. Duke UP.

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

Michael Warner. 2000. *The Trouble With Normal: Sex, Politics and the Ethics of Queer Life*. Harvard UP. Chapter 7.

Barry Adam, 2005. Constructing the Neoliberal Sexual Actor: Responsibility and Care of the Self in the Discourse of Barebackers. *Culture, Health and Sexuality* 7, 4: 333 – 46;

Kane Race, "Engaging in a Culture of Barebacking: Gay Men and the Risk of HIV Prevention," in *HIV Treatment and Prevention Technologies in International Perspective*, ed. Mark Davis and Corinne Squire (Basingstoke, UK: Palgrave Macmillan, 2010)

Douglas Crimp. 2002. *Melancholia and Moralism: Essays on AIDS and Queer Politics*. MIT Press.

David Halperin, 2007. *What Do Gay Men Want? An Essay on Sex, Risk, and Subjectivity* (Ann Arbor: University of Michigan Press.

Siegel et al. 1989. The Motives of Gay Men for Taking or Not Taking the HIV Antibody Test. In Martin Levine, 1998. *Gay Macho: The Life and Death of the Homosexual Clone*. New York University Press.

Dion Kagan. 2014. Possessions and dispossession: homo economicus and neoliberal sociality in The Line of Beauty, *Continuum*, 28:6, 797-807

Hans Huang. 2012. HIV Testing, Neoliberal Governance, and the New Moral Regime of Health in Taiwan. *Somatosphere*, <somatosphere.net/author/hans-huang>

Week 9 4 May Sexual Citizenship

- Melissa Gregg. 2007. Normal Homes. *M/C Journal*, 10, 4 (August).
- Hage, G. 1998. *White Nation: Fantasies of White Supremacy in a Multicultural Society* (Chapter 1). Pluto Press.

Supplementary reading

Ben Golder. 2015. The Ambivalence of Rights. In Golder, *Foucault and the Politics of Rights*. Stanford UP.

Diane Richardson. 1998. Sexuality and Citizenship. *Sociology* 32: 83-100.

Diane Richardson. 2015. Rethinking Sexual Citizenship. *Sociology* 1-17.

Michael Warner. 2002. *Publics and Counterpublics*. Zone Books. Ch.1 & 2.

Lauren Berlant. 1997. *The Queen of America Goes to Washington City. Essays on Sex and Citizenship*. Duke UP.

Shane Phelan. 2001. *Sexual Strangers: Gays, Lesbians and the Dilemmas of Citizenship*. Temple UP.

Cathy Cohen. 1999. Marginalization. Ch 2 of Cohen, *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. 1999.

David Evans. 1993. *Sexual Citizenship: The Material Construction of Sexualities*. London: Routledge.

David Bell & Jon Binnie. 2000. *The Sexual Citizen: Queer politics and beyond*. Polity Press.

Dean Spade. 2011. *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of the Law*. New York: South End Press.

Michael Warner. 2000. Beyond gay marriage. In *The Trouble With Normal: Sex, Politics and the Ethics of Queer Life*. Harvard UP

Judith Butler. 2004. Is kinship always already heterosexual. In *Undoing Gender*. Routledge.

Lisa Duggan. 2003. *The Twilight of Equality? Neoliberalism, Cultural Politics, and the Attack on Democracy*. Beacon Press. Chapter 1& 3.

Cathy Cohen. 1997. Punks, Daggers and Welfare Queens: The Radical Potential of Queer Politics. *GLQ* 3(4): 437-465.

Robert Payne & Cristyn Davies. 2012. Citizenship & Queer Critique. *Sexualities* 15,3-4: 251-256.

Fiona Nicolls. 2001. *From Diggers to Drag Queens: Configurations of Australian National Identity*. Sydney: Pluto Press.

Elspeth Probyn. 1998. Mc-Identities: Food and the Familial Citizen. *Theory, Culture & Society*, 15:155-73

Neville Hoad. 2007. *African Intimacies: Race, Homosexuality & Globalization*. University of Minnesota Press.

Week 10 11 May Queer Migrations

- Mandy Treagus (2000) A queer kind of belonging: identity and nation in Christos Tsiolkas's *Loaded*. *CRNLE Journal* 219-227.
- Ivan Cañadas. 2004. A sin that dare not speak its name: Class and sexuality in Christos Tsiolkas's *Loaded* and Anna Kokkinos's *Head On*. *Overland* 177: 43-47.

Screening: *Head On* (dir. Kokkinos, 1998)

Supplementary reading

Gayatri Gopinath (2005) Introduction to *Impossible Desires: Queer Diasporas and South Asian Public Cultures* (Duke UP)

Gilbert Caluya, 2011. Domestic Belongings: Intimate belonging and the domestic politics of scale. *Emotion, Space & Society* 4, 4: 203-210

K .Crenshaw (1991) Mapping the margins: intersectionality, identity politics, and violence against women of color. *Stanford Law Review* 43: 1241-99.

Eve Kosofsky Sedgwick (1993) "Nationalisms and sexualities: as opposed to what?" In *Tendencies*. Duke UP.

Puar, J. 2006. Mapping US Homonormativities. *Gender, Place and Culture* 13, 1: 67-78.

Paur, J & Rai, 2002. Monster, terrorist, fag: the war on terrorism and the production of docile patriots. *Social Text*. 72, 20, 3: 117-148.

T. Ayres. 2000. Sexual identity and cultural identity: a crash course. *Journal of Australian Studies*, 65, 160-163.

Alan Han (2006) I think you're the smartest race I've ever met: Racialised economies of queer male desire. *ACRAWSA e-journal*, 2 (2).

Senthoran Raj. 2011. Affective Displacements: Understanding Emotions and Sexualities in Refugee Law. *Alternative Law Journal* 36:177.

Petrus Liu. 2015. *Queer Marxism in Two Chinas*. Duke University Press.

China Dolls (dir. Ayres, 1997)

Week 11 18 May Drugs & Domesticity

- Kane Race. 2004. Drugs and Domesticity: Fencing the Nation. *Cultural Studies Review*
- Kane Race. 2011. Party Animals: the significance of drug practices in the materialization of urban gay identity. In S. Fraser & D. Moore (eds.) *The Drug Effect*. Cambridge UP.

Supplementary reading

- Maher, L., & Dixon, D. (1999). Policing and public health: law enforcement and harm minimisation in a street-level drug markets. *British Journal of Criminology* 39 (4), 488-511.
- Martin Holt. 2005. Young People and Illicit Drug Use in Australia. *Social Research Issues Paper 3*, National Centre in HIV Social Research, UNSW.
- Kane Race (2009) *Pleasure Consuming Medicine: The Queer Politics of Drugs*. Duke UP.
- Laurent Gassaid. 2013. Expending Ourselves at “La Démence”? Gay Party Circuit from Consumption to Consummation. *Ethnologie française*, 43-3: 409-416.
- Russell Westhaver. 2005. ‘Coming out of your skin’: Circuit Parties, Pleasure and the Subject. *Sexualities* 8,3: 347-374
- Pini, Maria (1997) ‘Women and the early British rave scene’, in McRobbie, A. (ed) *Back to Reality? Social Experience and Cultural Studies*. Manchester and New York: Manchester University Press. pp 152-169.
- Toby Beachamp. 2013. The Substance of Borders: Transgender Politics, Mobility, and the US State Regulation of Testosterone. *GLQ* 19, 1:57-78.
- Preciado, B. (2013) *Testo-Junkie: Sex Drugs and Biopolitics in the Pharmacopornographic Era*. The Feminist Press.
- D. Bell & J. Binnie (2004) Authenticating Queer Space: Citizenship, Urbanism and Governance. *Urban Studies* 41(9): 1807-1820
- Helen Keane (2002). *What’s wrong with addiction?* Melbourne, Australia: Melbourne University Publishing.
- Keane, H. (2004) Disorders of Desire: Addiction and Problems of Intimacy. *Journal of the Medical Humanities*, 25 (3):189-204
- Michel Foucault [1984] ‘Sex, power and the politics of identity’. In Rabinow, P. (ed.) *Ethics: Subjectivity and Truth*. London: Allen Lane/Penguin
- Race, K. 2008. The use of pleasure in harm reduction: perspectives from the History of Sexuality. *International Journal of Drug Policy* 19, 5: 417-423
- Lauren Berlant. 1997. *The Queen of America Goes to Washington City. Essays on Sex and Citizenship*. Duke UP.
- Lauren Berlant & Michael Warner. 1998. Sex in Public. *Critical Inquiry* 24, 2: 547-577.
- S. Fraser & D. Moore (eds.) *The Drug Effect: Health, Crime & Society*. Melbourne: Cambridge UP.
- Eugene Raikhel & William Garriot. 2013. *Addiction Trajectories*. Duke UP.
- Traffic* (dir. Soderbergh, 2000)
- Requiem for A Dream* (dir. Aronofsky, 2000)
- Little Fish* (2005, dir. Wood)

(Browse the website of <unharm.org>

Week 12 25 May. Collective Lecture Preparation

See next week’s readings. There is no lecture this week. Use the lecture slot and tutorial to meet with your tutorial group to finalize your group’s contribution to next week’s collective lecture.

Week 13 1 June Collective Lecture: Counterpublic Health Beyond Identities

- Kane Race & Trevor Hoppe. 2010. Queering HIV Prevention. *Trevorade* <www.trevorhoppe.com/blog/archives/2010/07/queering_hiv_pr.html

And, your working group will be assigned one of:

- Sara Ahmed. 2014. Selfcare as Warfare. Feminist Killjoys (blog) <http://feministkilljoys.com/2014/08/25/selfcare-as-warfare>
- Gould, D. (2010) On affect and protest. In J. Staiger, A. Cvetkovich & A. Reynolds (eds.) *Political Emotions*. Routledge
- Rickke Mananzala & Dean Spade. 2008. The Nonprofit Industrial Complex and Trans Resistance. *Sexuality Research & Social Policy*. 5, 1: 53-71.
- Michael Warner. 2000. The Politics of Shame and HIV Prevention. In Warner, *The Trouble With Normal: Sex, Politics and the Ethics of Queer Life*.
- Susan Stryker. 2006. My Words to Victor Frankenstein above the Village of Chamounix: Performing Transgender Rage. In Stryker, *The Transgender Studies Reader*. Routledge.
- Michel Foucault. 1984. Modifications. *Introduction to The Use of Pleasure: The History of Sexuality: 2*. Penguin.
- Lauren Berlant & Michael Warner. 1998. Sex in Public. *Critical Inquiry* 24, 2: 547-577.

Supplementary Readings

- Michael Warner. 2000. *The Trouble With Normal: Sex, Politics and the Ethics of Queer Life*. Harvard UP.
- Michael Warner. 2002 *Publics and Counterpublics*. Zone Books.
- Barbara Baird. 2008. Child Politics, Feminist Analyses. *Australian Feminist Studies* 23, 57: 291-305.
- Iris Marion Young. 1980. Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality. *Human Studies*, 3, 2. pp. 137-156
- Michel Foucault. 1984. *The Use of Pleasure: The History of Sexuality: 2*. Penguin.
- Sara Ahmed. 2006. *Queer Phenomenology*. Durham: Duke UP.
- Sara Ahmed. *Feminist Killjoys* (blog)
- Diprose, R., Stephenson, N., Mills, C., Race, K., Hawkins, G. (2008). Governing the Future: The Paradigm of Prudence in Political Technologies of Risk Management. *Security Dialogue*, 39 (2-3), 267-288.
- Lauren Berlant. 2007. Slow Death (Sovereignty, Obesity, Lateral Agency). *Critical Inquiry* 33, 4: 753-780.
- David Halperin, 2007. *What Do Gay Men Want? An Essay on Sex, Risk, and Subjectivity* (Ann Arbor: University of Michigan Press.
- Kane Race (2009) *Pleasure Consuming Medicine: The Queer Politics of Drugs*. Duke UP.
- Melissa Gregg. 2007. Normal Homes. *M/C Journal*, 10, 4 (August).
- Cathy Cohen. 1999. *The Boundaries of Blackness: AIDS and the Breakdown of Black Politics*. 1999.
- Cathy Cohen. 1997. Punks, Daggers and Welfare Queens: The Radical Potential of Queer Politics. *GLQ* 3(4): 437-465.
- Dean Spade. 2011. *Normal Life: Administrative Violence, Critical Trans Politics and the Limits of the Law*. New York: South End Press.
- Elizabeth Povinelli. 2011. *Economies of Abandonment: Social Belonging and Endurance in Late Liberalism*. Duke University Press.
- Albury, Kath.1999. Instant Sexpert: Academic Experts and Media Experience [online]. *Media International Australia, Incorporating Culture & Policy*, 92: 55-63.
- Paul Sendziuk. 2003. *Learning to Trust: Australian Responses to AIDS*. UNSW Press.
- David Caron. 2014. *The Nearness of Others: Searching for Tact and Contact in the Age of HIV*. Minnesota UP.

In memory of Carmen Rupe
(10 October 1936 – 14 December 2011)



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Read about Carmen here https://en.wikipedia.org/wiki/Carmen_Rupe

And hear her life story on radio here

<http://www.radionz.co.nz/concert/programmes/sundayfeature/audio/2576493/carmen-i-am-here,-i-am-me>