

**LGBT 650: Lesbian, Gay, Bisexual, and Transgender Studies**  
**WGST 620: Feminist Theory**

Spring 2018

Tuesday, 6:00-8:40p

163 Gabel Hall

*Office hours: Monday – Friday, by appointment*

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*“Some people have asked me what is the use of increasing possibilities for gender. I tend to answer: Possibility is not a luxury; it is as crucial as bread” (Butler, 2004, p. 29).*

*“Let’s face it. We’re undone by each other. And if we’re not, we’re missing something” (Butler, 2004, p. 23).*

**Course Overview**

This course will provide an overview of issues and schools of theory regarding gender, sexuality, and feminisms. The course will also provide a grounding for the interdisciplinary study of gender, sexuality, and feminisms, as well as explore queer and feminist methods and research. Finally, this course will encourage a praxis-based approach to the study of gender, sexuality, and feminisms, requiring students to put course readings into action.

**My Approach to this Course**

It is worth explicitly state that this is the first time these two courses have been offered as one course. I share this at the outset of this syllabus not as a way to foreground any future mea culpa, but as a way to situate how I approach this course as an instructor. Namely, I view queer and feminist studies as always already tethered together, albeit sometimes tumultuously. In other words, how I understand queerness has always been informed by feminisms, and feminisms have always been quite queer to me. What you will notice, then, is a free-flowing syllabus that moves in, around, through, and beyond single-axis conceptualizations of previously constructed canonizations of what was to be understood as “LGBT Theory” and “Feminist Theory.”

It is also worth noting that I am currently situated in a college of education. I share this as a way of providing some background to why you see several readings focused on gender, sexuality, and feminisms in educational praxis. However, although I ground my conceptualizing and theory-building in educational practice, I do so in a way that invites disciplinary transgressions. I am convinced there is much we can learn from moving beyond disciplinary silos (in fact, we will start our course reading about the unruly nature of gender, sexuality, and feminisms in ways that resist disciplining). Thus, while we will read pieces focusing on educational praxis, I envision these as invitations to how we can reimagine concepts, theory, research, and praxis across disciplinary lines (as if these lines were anything more than dashed or blurry to begin with).

## Learning Outcomes

As a result of taking this course, students will:

Course Learning Outcomes	Assessment
Improve their critical thinking and analysis skills through the investigation of gender, sexuality, and feminisms.	Participation; Group Discussion Lead; Class Afterthoughts Papers
Improve their communication (e.g., written, oral, and visual) skills.	Group Discussion Lead; Class Afterthoughts Papers; This Is An Intervention! Project and Presentation
Increase knowledge of core theories/concepts that—and theorists who—helped developed gender, sexuality, and feminisms as disciplines and fields of study.	Participation; Group Discussion Lead; Class Afterthoughts Papers
Explore the epistemological foundations of gender, sexuality, and feminisms, including the ongoing schisms and contestations therein.	Participation; Class Afterthoughts Papers; Transdisciplinary Manifesto Paper
Practice using gender, sexuality, and feminisms-based concepts theories in practice across disciplines and fields.	This Is An Intervention! Project and Presentation; Transdisciplinary Manifesto Paper

## Required Texts

There are six required texts for this course, which are as follows:

Ahmed, S. *Living a feminist life*. Durham, NC: Duke University Press.

DeConnick, K. S., & De Landro, V. (2015). *Bitch planet: Extraordinary machine*. Portland, OR: Image Comics.

Lorde, A. (1980/1997). *The cancer journals*. San Francisco, CA: Aunt Lute Books.

Spade, D. (2015). *Normal life: Administrative violence, critical trans politics, and the limits of law* (2<sup>nd</sup> ed.). Durham, NC: Duke University Press.

Stevenson, N., Watters, S., Ellis, G., & Allen, B. A. (2015). *Lumberjanes: Beware the kitten holy*. Los Angeles, CA: BOOM! Box.

Wilson, G. W., & Alphonso, A. (2014). *Ms. Marvel: No normal*. New York, NY: Marvel Comics.

\*\*\*All other course readings will be made available via electronic PDFs on Blackboard\*\*\*

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

## Course Expectations

**Participation:** This course is structured to be largely discussion based. Due to this, we all—instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and

developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

**Appropriate Challenge:** We all come to this class with varying levels of personal experience, awareness, and investment in the topic of queer and feminist theories. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and discussions, I encourage you to explore additional readings, some of which I will provide on the Blackboard site for this course. I also encourage you to engage your peers in critical conversation and to ask "big questions" that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking about and engaging in diversity, equity, and social justice education is tough stuff for all of us, regardless of our own perceived "level of expertise." However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and do not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

**Attendance:** Class will start promptly at 6:00 p.m. You are expected to be in your seat and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify me prior to class. Unexcused tardiness could negatively affect your overall grade for the course.

Because class attendance is critical to learning, no more than two classes will be excused even for legitimate reasons. Your grade will be dropped half a letter grade (e.g., A- to B+) if you have three absences. If you are absent a fourth time, you will be dropped from the course. If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies,

work requirements that cannot be rearranged, court appearances, conferences), please contact me to discuss the situation prior to class via email or phone.

**Late Assignments:** You are expected to turn in all assignments on time. I understand circumstances may come up that disallow you from turning in your work on time, or that you may choose not to do certain assignments; however, it is my expectation that you use this syllabus, which you have been provided ahead of time, to plan effectively so that you can complete all assignments and turn them in on time.

If, for some reason, you are unable to turn in an assignment on time, you must meet with me to discuss why you did not turn in the assignment prior to the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. If you neglect to meet with me to discuss your assignment being late and what you feel an acceptable consequence would be, your overall grade for the assignment will be reduced by a half letter grade for each day it is late. For instance, an A will be dropped to an A-, an A- to a B+, a B+ to a B. Please note that turning in late assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course. Furthermore, if you do not contact me to discuss your late/missing assignment(s), you should expect for this to have a negative effect on your overall grade for the course.

**Use of Technology in the Classroom:** It is painfully obvious to me as an instructor when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

**Academic Integrity:** Academic integrity is central to our community. The university policy regarding academic misconduct is stated on page 21 of the latest version of the Graduate School Handbook: <http://www.grad.niu.edu/grad/audience/pdf/catalogs/NIUgradcatalog14-15.pdf>. Northern Illinois University also has online tutorial describing academic integrity that you may find helpful: <http://www.niu.edu/ai/students/>. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

**Respect for Diversity:** The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the Northern Illinois University Non-Discrimination/Harassment Policy emphasizes inclusiveness. The text below is reproduced directly from: <http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf>

[The Non-Discrimination/Harassment Policy] prohibits employment/academic decisions that are unrelated to performance, qualifications, academic achievement, and/or conduct that seek to limit, segregate, or classify employees/students on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor unrelated to professional qualifications. (p. 3)

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe and comfortable for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

- <http://www.niu.edu/regrec/preferredname/index.shtml>
- <http://www.niu.edu/regrec/preferredname/preferrednamefaq.shtml>

**Accessibility for Students with Disabilities:** In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at 815-753-1303 or [drc@niu.edu](mailto:drc@niu.edu).

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course. I treat all information you share with me regarding these matters as confidential.

**Basic Needs Security Statement:** If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live at any point throughout our course, and you believe this may affect your performance in the course, I urge you to contact the Dean of Students for support. Furthermore, please notify as your instructor if you are comfortable in doing so. This will enable me to provide any resources that I may possess. I would also encourage you to make use of the [Huskie Food Pantry](#) as you need.

### Grading Criteria

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: <http://apastyle.apa.org/learn/>. Below are general guidelines I will use when assigning grades:

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

### Grading Breakdown

Participation	10 points
Group Discussion Lead	20 points
Class Afterthoughts Paper (3 papers; 5 points/paper)	15 points
This Is An Intervention! Project and Presentation	40 points
Project proposal	5 points
Project outline	5 points
Project check-in conversation	10 points
Project implementation and presentation	20 points
Transdisciplinary Manifesto Paper	15 points
<b>Total</b>	<b>100 points</b>

### Grading Scale

94-100 points: A	80-83 points: B-	67-69 points: D+
90-93 points: A-	77-79 points: C+	64-66 points: D
87-89 points: B+	74-76 points: C	60-63 points: D-
84-86 points: B	70-73 points: C-	0-59 points: F

## Assignments

**Group discussion lead:** Learning outcomes for this class include honing your critical thinking skills and improving your written and verbal communication skills, among others. As such, you will be required to work in groups of two or three people to facilitate a 60-75 minute discussion for your peers during the course of the semester (possible dates are marked with an asterisk on the Course Schedule that follows). As a part of the presentation, your group will have to prepare a 1-2 page executive summary of the day's readings. You should be prepared to hand out this executive summary to your peers and me at the start of your facilitation (you can also email this to me and your peers, should you prefer). Your executive summary should include the following:

- A brief summary of the reading(s) (note: this can be done with bullet points and/or narrative form);
- An outline of major themes across all the assigned readings for that class session;
- A list of at least 3-5 questions that should stimulate conversation amongst your peers (note: these should not be yes/no questions, but questions that encourage critical thinking and analysis); and

Given that people learn in various ways, you are encouraged to utilize activity-based components for your class facilitations. You should also come prepared with questions to encourage critical reflection of the day's readings beyond those you have listed on your executive summary. Your group may consult with me prior to your facilitation should you want to do so, but that is not a requirement for successful completion of this assignment.

**Class afterthoughts papers (3):** There is a significant amount of readings for this course and there are numerous people in class with you. What this means is that often in class there is little opportunity to reflect on the topics discussed or to share your feelings and reactions in class discussion. The role of reflection is significant to your learning and to help you understand your own perspective on topics. Additionally, it is important for me to hear how you perceive the class and its content, as well as for you to receive feedback from me on your perspective. Like the scaffolded This Is An Intervention! project, this will allow us to have a form of dialogue to share our thinking, ask questions of each other, and understand each other in a more direct way.

You must complete three, 1-2 page Class Afterthoughts papers over the course of the semester. They are due by Friday at 11:59 p.m. that follows the class session. For example, if you choose to share your post-class thoughts from class on February 13, then you must submit your Class Discussion Afterthoughts paper by 11:59 p.m. on February 16. Classes that are not available to respond to are: January 23, January 30, February 20, April 24, and May 1.

In your Class Discussion Afterthought papers, you should attend to some or all the following questions:

1. What was the most useful or interesting point you learned from this week's reading?
2. What was the most useful or interesting point you learned from class discussion?
3. What concepts, if any, did you have trouble understanding or want to explore more?
4. How might you use the discussion in class to frame your work with the This Is An Intervention! assignment?
5. What was your overall reaction to this class and why?

The form of this writing assignment is an academic reflective essay (first-person voice), which means narrative drives the paper with appropriate citations and references to the reading(s). For this assignment, you do not need to include a works cited page, but you must include appropriate in-text citations. This is also a low-stakes assignment, which means that as long as you put thought and effort into each paper, you will receive full credit for the assignment.

**This is an intervention! project and presentation:** queer and feminist theories have a long tradition of being praxis-oriented. In other words, queer and feminist theories are always already *theories in action*. As such, this project requires you to put the theories you are learning to work.

The project has only two parameters: (1) your final project and/or presentation must incorporate some engaging multimedia component beyond Powerpoint or Prezi (e.g., art-based pedagogy, self-produced film via iMovie, the incorporation of photography in your project); and (2) your project needs to be one in which you use what you have learned in this course to make the world a better place.

To ensure you are making adequate progress on this semester-long assignment throughout the term, there will be multiple, smaller checkpoints throughout the semester by which you need to complete elements of the larger project. These checkpoints are discussed below:

**Project proposal:** This is a low-stakes assignment, meaning as long as you put thought and effort into it, you will receive full credit. For this assignment, you will need to draft proposal for what your final This Is An Intervention! project will be. Your proposal need not be longer than a single page, and should be submitted via Blackboard by the start of class on January 30. I will then provide feedback and, assuming we agree on your project, you will then be able to continue moving forward.

**Project outline:** For this portion of the larger project, you will need to submit a full outline of your project. This is not an outline of your presentation (i.e., how you will discuss your project with the class), but an outline of your project itself (i.e., what you plan to do in order to make the world a better place). In this outline, you should have a detailed plan for what you will do, when you will do it by, with whom you need to be in touch to coordinate your project, and other important details for the successful development, implementation, and concluding of your project. Your outline should be submitted via Blackboard by the start of class on February 20.

**Project check-in conversation:** For this portion of the larger assignment, you will need to schedule a 30-minute meeting with me to discuss the progress you are making on your overall project. During your meeting, you should be prepared to discuss how you are infusing our course materials into your overall project. You should come to the meeting prepared to discuss these connections in deep, meaningful, and substantive ways; I should not have to prompt you significantly for this connections. You should also come prepared to talk about your process, including what is going well, what may be challenging, and what questions you may have for how you can continue to enhance your project moving forward. You should ensure to schedule your conversation with me by the time we have class on March 27. Also, please note that while I am committed to ensuring these conversations take place, I have multiple competing demands on my time. It would be inadvisable for you to assume that if you can contact me the week before this portion of the assignment is due that I will have time in the ensuing week to accommodate a

meeting with you. As such, you should make sure to schedule your meeting with me with enough time for all involved to make the appropriate arrangements.

**Project implementation and presentation:** For this final portion of the larger assignment, you will present a 10-12 minute presentation about the project you implemented throughout the term. In this presentation, you should make sure to make cogent connections between how what you learned in class informed, enhanced, or otherwise framed your project, as well as how your project responded to the prompt of making the world a better place. While you are not required to do so, you are encouraged to use creative approaches to your presentation, and should use whatever methods, pedagogical strategies, and/or presentation devices make the most sense for your overall project. That being said, you should approach this presentation as a formal presentation, meaning your presentation should have a level of rigor and quality that marks it as rooted in the scholar-activist literature with which you have engaged throughout the term, and in a way that the project does justice to and with the populations/topic(s) on which it is focused. You will present your final presentations during class on May 1—an auspicious date for this assignment, given its being May Day—and you should be prepared for others to be invited to bear witness to your presentations (e.g., the Center for the Study of Women, Gender, and Sexuality staff and core faculty).

**Transdisciplinary manifesto paper:** Over the course of our time together, we will be engaging with various different theories across a variety of different fields. Additionally, you and your peers are all situated in a vast array of fields, and you all have an array of different outcomes toward which this course will presumably help you achieve. In recognizing this class as a contributing to the furthering of your overall oeuvre of work, this assignment requires you to write a 3-5 page manifesto in which you respond to the following prompts:

- Most people in my field of study currently believe...
- I will use what I have learned in this course to shift the discourse in my field by doing...

This paper should be written in the first person, and should use academic citations. Your paper should also have a references section, which will not count in your overall page total. This paper should be submitted via email to me by 11:59 p.m. on May 6.

### Course Schedule

*January 16 (Week 1)*

*Introductions and framing perspectives*

Readings:

1. Brown, W. (1997). The impossibility of women's studies. *Differences: A Journal of Feminist Cultural Studies*, 9(3), 79-101.
2. Marine, S. B. (In press). Starting with feminisms: Asking feminist questions, enacting feminist praxis in higher education. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Perspectives on evolving concepts and methods*. New York, NY: Routledge.

January 23 (Week 2)  
*Bodies full of gender*

Reading:

1. Butler, J. (2004). *Undoing gender*. New York, NY: Routledge. [PP. 17-39; 75-101]
2. Spade, D. (2006). Mutilating gender. In S. Stryker & S. Whittle (Eds.), *The transgender studies reader* (pp. 315-332). New York, NY: Routledge.
3. Stryker, S. (1994). My words to Victor Frankenstein above the village of Chamounix: Performing transgender rage. *GLQ: A Journal of Lesbian and Gay Studies*, 1(3), 237-254.

January 30 (Week 3)\*  
Facilitators: Maggie and Joey  
*Bodies full of gender*

Readings:

1. *The Cancer Journals* [READ ENTIRE BOOK]
2. Garner, T. (2014). Becoming. *TSQ: Transgender Studies Quarterly*, 1(1/2), 30-32.
3. Ahmed, S. (2016). An affinity of hammers. *TSQ: Transgender Studies Quarterly*, 3(1/2), 22-34.

Due: This Is An Intervention! project proposal

February 6 (Week 4)  
*Population management and (the problems with) rights-based discourse*

Readings:

1. Currah, P., & Stryker, S. (2015). Introduction. *TSQ: Transgender Studies Quarterly*, 2(1), 1-12.
2. *Normal Life* [PP. 1-49]
3. Nair, Y. (2011). How to make prisons disappear: Queer immigrants, the shackles of love, and the invisibility of the prison industrial complex. In E. A. Stanley & N Smith (Eds.), *Captive genders: Trans embodiment and the prison industrial complex* (pp. 123-139). Oakland, CA: AK Press.
4. Beauchamp, T. (2013). Artful concealment and strategic visibility: Transgender bodies and U.S. state surveillance after 9/11. In S. Stryker & A. Z. Aizura (Eds.), *The transgender studies reader 2* (pp. 46-55). New York, NY: Routledge.

February 13 (Week 5)\*  
*Critical trans politics and social redistribution*

Reading:

1. *Normal Life* [PP. 50-END]

*February 20 (Week 6)*  
*Art as inquiry and resistance*  
*Film viewing: Free CeCe!*

Reading:

1. Lou, H. C. (2017). Art resists. Art heals. Art is resilience. In B. T. Kelly & C. A. Kortegast (Eds.), *Engaging images for research, pedagogy, and practice: Utilizing visual methods to understand and promote college student development* (pp. 197-212). Sterling, VA: Stylus.

Due: This Is An Intervention! project outline

*February 27 (Week 7)*  
*Art as inquiry and resistance*  
*Guest speaker: Laura McDowell Hopper, Curator, The Pick Museum of Anthropology*

Readings:

1. *Bitch Planet, Vol. 1: Extraordinary Machine.*
2. *Ms. Marvel, Vol. 1: No Normal.*
3. *Lumberjanes, Vol. 1: Beware the Kitten Holy.*

*March 6 (Week 8)\**  
*Facilitators: Rhon, Katy, and Carlee*  
*Shifts in thinking, researching, and being with gender*

Readings:

1. Bhattacharya, H. (2008). New critical collaborative ethnography. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of emergent methods* (pp. 303-322). New York: The Guilford Press.
2. Jourian, T.J. & Nicolazzo, Z. (2017). Bringing our communities to the research table: The liberatory potential of collaborative methodological practices. *Educational Action Research*, 25(4), 594-609.
3. Nicolazzo, Z. (2017). Imagining a trans\* epistemology: What liberation thinks like in postsecondary education. *Urban Education*. Advanced online publication. DOI: 10.1177/0042085917697203.

\*\*\*No class March 13 (Week 9) – Spring Break\*\*\*

*March 20 (Week 10)\**  
*Shifts in thinking, researching, and being with gender*

Readings:

1. Henderson, E. F. (In press). Starting with gender: Definitional politics in international higher education research. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Perspectives on evolving concepts and methods*. New York, NY: Routledge.
2. Wagner, R, Catalano, C., & Tillapaugh, D. (In press). Starting with men: Emanicipatory possibilities for higher education praxis. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Perspectives on evolving concepts*

*and methods*. New York, NY: Routledge.

3. Castro Samayoa, A. (In press). Starting with sexuality: Conceptualizing (mis)translations of sexualities and genders as willful strategies of organizational survival at a Mexican university. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Perspectives on evolving concepts and methods*. New York, NY: Routledge.
4. Simmons, S.L., & Jourian, T.J. (In press). Starting with community/ies?: Intentional beginnings as sites for trans\*formative higher education praxis. In E. F. Henderson & Z Nicolazzo (Eds.), *Starting with gender in international higher education research: Perspectives on evolving concepts and methods*. New York, NY: Routledge.

March 27 (Week 11)\*  
*The politics of (in)visibility*

Readings:

1. Spade, D. (2002). Dress to kill, fight to win. *LTTR*, 1, 15. [ACCESS HERE: <http://www.lttr.org/journal/1/dress-to-kill-fight-to-win>]
2. Grace. (2015, May 5). Touch one another - talk by Reina Gossett and Grace Dunham [Blog post]. Retrieved from <http://www.reinagossett.com/touch-one-another/>.
3. Grace. (2015, April 6). "What are we defending?": Reina's talk at the INCITE! COV4 conference [Blog post]. Retrieved from <http://www.reinagossett.com/what-are-we-defending-reinas-talk-at-the-incite-cov4-conference/>.
4. Bednarska, D. (2006). Passing last summer. In Mattilda (Ed.), *Nobody passes: Rejecting the rules of gender and conformity* (pp. 71-82). Berkeley, CA: Seal Press.
5. Anzaldúa, G. (2007). *Borderlands/la frontera: The new Mestiza* (3<sup>rd</sup> ed.). San Francisco, CA: Aunt Lute Books. [PP. 75-86]
6. Nicolazzo, Z. (2016, April 12). CMU keynote: "I'm looking at the [wo]man in the mirror" [Blog post]. Retrieved from <https://znicolazzo.weebly.com/trans-resilience-blog/cmu-keynote-im-looking-at-the-woman-in-the-mirror>.

Due: This Is An Intervention! project check-in discussion

April 3 (Week 12)\*  
*Facilitators: Jaclyn and Jordan*  
*Crippling gender, feminisms, and futures*

Readings:

1. Clare, E. (2017). *Brilliant imperfection: Grappling with cure*. [PP.127-145]
2. McRuer, R. (2006). *Crip theory: Cultural signs of queerness and disability*. [PP. 1-32]
3. Kafer, A. (2013). *Feminist, queer, crip*. [PP. 25-46]

*April 10 (Week 13)\**  
*Facilitators: Adam & Matt*  
*Queer feminist praxis*

Reading:

1. *Living a Feminist Life* [PP. 1-88]

*April 17 (Week 14)\**  
*Queer feminist praxis*

Reading:

1. *Living a Feminist Life* [PP. 89-160]

*April 24 (Week 15)\**  
*Queer feminist praxis*

Reading:

1. *Living a Feminist Life* [PP. 161-END]

*May 1 (Week 16)*  
*Concluding thoughts and final presentations*

Readings: N/A

Due: This Is An Intervention! project presentations

*\*\*\*Transdisciplinary Manifesto Project due May 6 \*\*\**