GLS 102.5 Performing Gender and Sexuality
Spring 2014, Monday 1:00-2:20, Melville Library Center S1410D

**INSTRUCTOR:** Jessica Calvanico  
**EMAIL:** Jessica.Calvanico@stonybrook.edu  
**OFFICE:** Staller 3021  
**T.A.:** Sacha Sellam, sacha-aviva.sellam@stonybrook.edu

**OFFICE HOURS:**  
Wednesday 1:30-3:30 pm, by appointment.

Note: Please email me if you would like to schedule a time to come by during my office hours. If you cannot make these times, please email me to schedule an alternate time. Although I only have office hours two days, I will be available via email and will try my best to answer your emails as promptly as possible. If there is an urgent issue, please mark it as such in the subject line of the email.

**OVERVIEW:**  
This course examines gender and sexuality within a socio-cultural context, investigating this relationship through a performative lens. We will explore these concepts through texts from a wide range of disciplines including: queer theory, feminism, anthropology, performance studies, Marxism and critical theory. Together we will consider performances of gender and sexuality that include art, dance, film, music, literature, and television. As a final project, the class will create individual performances surrounding a topic of their choice.

**DISABILITY SUPPORT SERVICES (DSS) STATEMENT**  
If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website:  
[http://www.stonybrook.edu/ehs/fire/disabilities](http://www.stonybrook.edu/ehs/fire/disabilities]

**ACADEMIC INTEGRITY STATEMENT**  
Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is plagiarizing, always wrong and will be dealt with appropriately. I am required to report any suspected instances of academic dishonesty to the Academic Judiciary.
To be sure, Plagiarism is:

* Copying someone else’s work word-for-word without the use of quotation marks and a reference citation, even just a phrase or sentence.

* Paraphrasing someone else’s work if you don’t provide a proper reference citation

* Similarly, simply filling a paper with quotation after quotation is also unacceptable because the paper does not represent your thoughts and ideas.

To make a very long story short: whenever in doubt, CITE IT!—if it’s not your idea, CITE IT!—if you use part of someone else’s ideas to make your point, CITE IT!

For further information on plagiarism and the policies regarding academic dishonesty, go to the Academic Judiciary website at:  

**CRITICAL INCIDENT MANAGEMENT:**
Stony Brook University expects students to respect the rights, privileges, and property of other people. I am required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students’ ability to learn.

**REQUIRED READINGS:**

All readings will be available in PDF form via Blackboard. Some short articles may be passed out in class as well.

**BLACKBOARD ACCESS:**
You can access class information on-line at http://blackboard.sunysb.edu. If you have used Stony Brook’s Blackboard system previously, your login information has not been changed. If you have never used Stony Brook’s Blackboard system, your initial password is your SOLAR ID# and your username is the same as your Stony Brook (sparky) username, which is generally your first initial and the first 7 letters of your last name.

For help or more information see:  
http://www.sinc.sunysb.edu/helpdesk/docs/blackboard/bbstudent.php. For problems logging in, go to the helpdesk in the Main Library SINC Site, or the Union SINC Site, you can also call: 631-632-9602 or email: helpme@ic.sunysb.edu.
COURSE CONDUCT:
Performance art inspires a variety of different responses from viewers/audiences/spectators. Keep in mind, that we will engage with art that is, at times, provocative, “gory,” sexually explicit, and sometimes “boring.” I expect everyone to act appropriately and respectfully in the classroom while sharing our reactions to the work.

***Please turn off all cell-phones during class, and keep them in your backpacks or pockets, they must not be on desks. If you must take a call (EMERGENCY ONLY), please quietly step out of the classroom. No texting in class, and if you need to check the time, please buy a watch. If you choose to use a tablet or laptop to take notes, you must be taking notes and not on the Internet or checking email/chatting. I know and your participation grade will suffer.

COURSE GOALS
• Improve critical thinking by developing evaluative, problem-solving, and expressive skills.
• Enhance group communication skills through discussions, small-group work, presentations or debates.
• Develop intellectual curiosity and better understand the role of a student in an academic community.

COURSE REQUIREMENTS
1. Class Attendance & Participation: (See below in grading)

2. ACH Program Attendance Requirement: ACH students are required to attend two ACH events during the Spring semester. Students should visit the ACH website (http://www.stonybrook.edu/ucolleges/ach/) for updated information about the events.

** University Scholar students are strongly encouraged to attend ACH programs, but are not required. Scholars have their own event requirement, which includes at least one Scholars (for-credit) event and one ACH (for-credit) event per semester, or two Scholars (for-credit) events.**

3. Spring Commons Day- All students in a Freshman 102 Seminar are required to attend a Spring Commons Day Event on Wednesday, March 26, 2014. For more information about this day visit: http://ucolleges.stonybrook.edu/spring-commons-day
4. **Computer use:** Students are expected to regularly check Blackboard and their e-mail account for information and correspondence with the instructor and Undergraduate Colleges.

**GRADING:**
Each Freshman 102 Seminar is a 1-credit course. Students may receive a grade between A-C or a U (Unsatisfactory). I will use a 1000 point grading system, so you will always know where you stand.

***Cheating or plagiarizing earns you an F in the course***
***Incompletes given ONLY under sufficiently extenuating, according to the opinion of instructor, circumstances***

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>200</td>
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<tr>
<td>Weekly Assignments</td>
<td>250</td>
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<tr>
<td>Performance Write-up</td>
<td>250</td>
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<tr>
<td>Final Performance</td>
<td>300</td>
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</tbody>
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1000 total

1000-930 points (100-93%) A
929-900 points (92-90%) A-
899-870 points (89-87%) B+
869-830 points (86-83%) B
829-800 points (82-80%) B-
799-770 points (79-77%) C+
769-730 points (76-73%) C
729-700 points (72-70%) C-
690-600 points (69-60%) D
599 and below points (59% and under) F

**Attendance & Participation: 200 points (20% of your final grade)**
Attendance and participation are key to making this class a useful and successful experience for all of us. You are allowed 3 absences, for every absence after that you lose 40 points. In addition to attending class, you are expected to participate in discussion. This is a seminar style class, thus dialogue is absolutely key to getting anything from out of it! You are expected to talk, discuss and share *informed* (meaning read and researched) ideas, feelings and experiences with the reading and your individual projects! I know when you have not read, and failure to read on a consistent basis will be reflected in this grade.
Weekly Assignments: 250 points (25% of your final grade)
Each week you will be assigned reading along with an assignment. The assignment will be handed in at the beginning of class and should be typed, double-spaced in 12 point typeface in a basic font (Arial, Cambria, Times New Roman). The assignments will vary in length, but each will be approximately 20 points (some will be more involved and worth more, this will be denoted on assignment). Most of these will be outlined here on the syllabus, however, some of them are TBA, those assignments will be handed out in the weeks before they are due.

Performance Write-Up: 250 points (25% of your final grade)
The performance write-up will be the textual version of your final ethnographic performance. This should be 7-10 pages and will explain your field site, research, methods, and performance. A bibliography in APA format must be included in your final version. You will hand in a rough draft, which will be worth 100 points. The remaining 150 points will look at the edits, additions, and changes you make to your final draft. More to follow on the specifics of this assignment.

Final Performance: 300 points (30% of your final grade)
Your final performance will be based on and informed by your research. Throughout the semester, you will research at your field sites, employing different social scientific methods to generate different types of data. Using your experiences in the field, you will create short performance works. We will workshop these performances toward the end of the class, and finally have a opening showcasing all our performances!

Extra Credit: 50 points The resources in and surrounding New York are numerable, so the extra credit assignment is a celebration of these countless cultural sites and institutions. The extra credit assignment is to go a performative event at one of the many excellent museums, galleries, theaters, etc and write a 2-4 page critique/response of your experience there. I would like it to be somehow related to the course, so please check with me before attending to approve the location. You can also check with me if you are interested in ideas of places to go, there are lots of great exhibits, events, etc that are currently up throughout the city!
<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Assignments (DUE FOLLOWING CLASS)</th>
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<tbody>
<tr>
<td>1/27</td>
<td><strong>INTRO</strong></td>
<td>Read Foucault excerpt on BB; Please respond to the video we watched in class and discuss in relation to Foucault reading. Two pages double spaced. How do these performances of sexuality challenge, confirm or complicate Foucault’s assertions? What do you think about Foucault and</td>
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<td>2/3</td>
<td><strong>SEXUALITY &amp; SUBJECTIVITY</strong></td>
<td>Read Judith Butler excerpt on BB; Please choose one performance and describe it, then offer a reading of it in conversation with Butler’s theory of gender performativity and the gender binary. How does this relate to Foucault and the discussion of sexuality?</td>
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<td>2/10</td>
<td><strong>GENDER</strong></td>
<td>TBA</td>
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<td>2/17</td>
<td><strong>BINARY</strong></td>
<td>TBA</td>
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<td>2/24</td>
<td><strong>FEMINISM</strong></td>
<td>TBA</td>
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<td>3/3</td>
<td><strong>QUEERNESS</strong></td>
<td>TBA</td>
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<td>3/10</td>
<td><strong>MASCULINITY</strong></td>
<td>TBA</td>
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<td>3/17</td>
<td><strong>NO CLASS - SPRING BREAK</strong></td>
<td>NO CLASS - SPRING BREAK</td>
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<td>3/24</td>
<td><strong>TRANSGENDER</strong></td>
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<td>3/31</td>
<td><strong>RACE AND GENDER</strong></td>
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<td>Date</td>
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<td>4/7</td>
<td>Performances</td>
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<td>4/14</td>
<td>Performances</td>
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