

Course Director  
Amanda De Lisio, PhD  
[adelisio@yorku.ca](mailto:adelisio@yorku.ca)

Teaching Assistant  
Valerie Bhupaul, PhD Student  
[val98@yorku.ca](mailto:val98@yorku.ca)

Teaching Assistant  
Joel Prowting  
[jprowt@yorku.ca](mailto:jprowt@yorku.ca)

Location  
Lecture // Every Tuesday 10:30am-12:30pm  
Ross Building, North, Rm. 203  
No Tutorial

WhatsApp Course Link  
<https://chat.whatsapp.com/EMIFefYUCNwKIX2RcwrLcV>

#### Course Description

Irrespective of the historical period, gender and sexuality are routinely debated and contested in the popular zeitgeist. In contemporary time, gender and sexuality have become particularly pernicious. From outrage directed at the wardrobe of Harry Styles, the transition of 1976 Olympian Bruce Jenner to Caitlyn Marie Jenner, the #MeToo movement in Hollywood that resonated across disparate industries, systemic sexual abuse within Team Canada Hockey, legalization of same-sex marriage and the fight for reproductive health, recent reversal of *Roe v. Wade*, to protest of the murder of Mahsa Amini by morality police, etc. etc.—our fascination with and fixation on gender and sexuality is endless.

This course is intended to examine gender and sexuality in our present moment, and in particular the intersection between gender and sexuality with sport/physical culture and health, broadly defined. It will draw from a diverse and interdisciplinary array of scholarship that is de/anti-colonial in nature—or able to illustrate the connection between our contemporary approaches to gender and sexuality and the colonial-capitalist world system. In doing so, classes and course material will emphasize the affective, performative, dynamic, and contingent nature of gender and sexuality as inseparable from race, class, nation, and other trajectories of subject formation. In the end, the hope is that we are all better able and equipped to comprehend and challenge the impact of colonialism and capitalism on our own separate yet connected identities, relationalities, and futurities—and ultimately imagine a healthier, more sustainable way forward.

#### Land Acknowledgement

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

See also, Abdou, M. (November 2020). *Let Empire Collapse: Why We Need a Decolonial Revolution*. ROAR Magazine. Available online: <https://roarmag.org/essays/let-empire-collapse-why-we-need-a-decolonial-revolution/>

“The academy is not a paradise. But learning is a place where paradise can be created. The classroom, with all its limitations, remains a location of possibility. In that field of possibility, we have the opportunity to labour for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom.”

—bell hooks 1994: 207

## Course Evaluation

1. Facilitator (20%) Ongoing throughout term

Everyone must be a facilitator once throughout the term. Sign up [online](#) before class on week 2 or week/reading will be assigned. The facilitator will summarize assigned reading and lead a discussion with a small group. Summaries will be posted to eClass and marked. See Rubric & Template, pp. 4-6.

2. Participation (10%) Ongoing throughout term

Each student will be evaluated on their participation in class. Attendance will not be considered—instead participation will be evaluated each week and based on your ability to speak to and actively engage in a classroom conversation on the assigned material. You can also act as the notetaker (for the facilitator) and provide feedback to the facilitator. See Template, p. 6.

3. Critical Response (30%) Due Week 6 (Tuesday, Feb. 13 @ 11:59pm)

Each student must submit a critical response to a reading of their choice. Their response will demonstrate that the student actively read, understood, and can connect the reading to at least one other reading covered in the term (not film, podcast, etc.). If a book is chosen, the student is only expected to focus on the assigned section. See Rubric & Template, p. 7-8.

4. Irresistible Revolution (40%) Due Week 13 (Tuesday, Apr. 9 @ 11:59pm)

Feminist theorist, Judith Butler, identifies an interesting problem—it is not that popular stories or sensibilities delegitimize sexual and gendered minorities but that these stories (and associated panics) render certain identities, relationalities, futurities, unthinkable. To help overcome this problem, each student is asked to (i) select a contemporary issue related gender and sexuality; (ii) analyse the issue with respect to course material; and (iii) propose a solution or direction that can be readily enacted in the future. The solution must logically extend and connect with course material and be realistic or contain an element that can be immediately considered or enacted in their daily life. The final assignment can be submitted as an essay, film or short video, podcast, website, Zine, art installation or creative work, etc. Group work is acceptable. See Rubric & Template, p. 9-11.

Course Reading Schedule on eClass READING BREAK—NO CLASS ON FEBRUARY 20 WORK PERIOD—NO CLASS ON MARCH 19
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## Course Resources

### Academic Advising

<https://kine.info.yorku.ca/academic-advising-office/>

Academic advising appointments are available through the Faculty of Health, Office of Student and Academic Services. The Kinesiology and Health Science Academic Office can aid with academic (KINE) and practicum (PKIN) courses, course progression, course enrolment, transfer credits, etc. as well as a variety of in-house learning skills, career education, and accessibility services resources and workshops. Students may attend virtual workshops, fairs, or schedule one-on-one appointments with a learning strategist and/or career educator at (416) 736-5299, email ([ugkhs@yorku.ca](mailto:ugkhs@yorku.ca)) or through their website.

### Career Centre

<https://careers.yorku.ca/>

The Career Centre provides a range of career services for undergraduate and graduate students including career workshops, one-on-one advising, and other career education resources.

### Family Care Policy

York University does not have an official policy on family care in the classroom. I understand that emergencies happen, and that caregiving plans may suddenly change. Should you anticipate such issues, feel free to contact me to establish a plan to address (potential) needs.

### Late Submission Policy

The penalties for late submission of assigned coursework (e.g., papers, assignments) are 10% per day unless previously discussed with the course instructor and/or accompanied by Faculty-approved documentation.

### Mental Health and Wellness

<https://mhw.info.yorku.ca/resources/resources-at-york/students/>

York University has a number of different confidential counselling services for undergraduates enrolled in KINE degree programs. Many students find it helpful to meet with a counsellor to learn how to manage stress around schedules, exams, relationships, or other (un)expected challenges.

### Student Success Centre

<https://success.students.yorku.ca/>

The Student Success Centre offers group workshops and individual counselling on a wide range of learning issues, including time management, stress and anxiety, exams, textbook reading, note-taking, concentration, memory, and other aspects of study.

### Student Accessibility Services

<https://accessibility.students.yorku.ca/>

Accessibility Services provides services and programs for students with documented needs. Students with temporary injuries also qualify. Services include test and exam arrangements, note-taking services, etc.

### Writing Centre

<https://writing-centre.writ.laps.yorku.ca>

The Writing Centre provides free supports to develop your writing skills. Trained instructors can help improve your capacity to plan, organize, write, and revise academic papers in any subject—supports are also offered and specialized for ESL students. For an appointment, email ([lapswrit@yorku.ca](mailto:lapswrit@yorku.ca)) or call (416) 736-2100 ext. 55134.

RUBRICS & TEMPLATES

Rubric: Facilitator  
 Due Before End of Class Day (11:59pm)  
 Submit to eClass  
 1000-word max.  
 Mark: /20

Criteria	Distinguished (4)	Proficient (3)	Intermediate (2)	Incomplete (1)
Summary /4	Effectively summarized and described the key argument of the author	Proficiently summarized and described the key argument of the author	Moderately summarized and described the key argument of the author	Does not summarize or describe the key argument of the author
Explanatory Quote /4	Used a key quote to demonstrate the broader argument effectively and accurately	Used a key quote but only marginally demonstrated the broader argument	Used a key quote to highlight an aspect or element but not the broader argument of the text	Used a key quote but failed to demonstrate the broader argument
Example /4	Offered an example or case that perfectly illustrated and illuminated the text	Offered an example or case that only highlighted an aspect of the text—but failed to recognize nuance	Offered an example or case but failed to illustrate and illuminate the text	Offered an example or case that was not remotely related to the text
Discussion Q&A /4	Provided thoughtful and considerate questions that appropriately related and pushed understandings of the text	Provided questions that were related—and somewhat expanded or encouraged deeper understandings of the text	Provided questions that were somewhat related—and did not expand or encourage deeper understandings of the text	Provided questions that were not related—and did not expand or encourage deeper understandings of the text
Reflection /4	Wonderfully reflected upon the work of the author and the extent to which it added to their own definition of feminism	Proficiently reflected on the work of the author and the extent to which the author informed their own definition of feminism	Reflected on their definition of feminism but not in relation to the author	Did not reflect on their definition of feminism and/or the relation to the author

Template: Facilitator

Name:

Reading:

Section 1. Summary (suggested approx. word count 200) / 5

- Prepare your summary notes for the reading

Section 2. Explanatory Quote (suggested approx. word count 200) / 5

- Select an exemplary quote from the reading
- This quote should appeal to you personally and/or illustrate an important argument

Section 3. Example (suggested approx. word count 200) / 5

- Write about a particular case or example that can illuminate the key argument of the author

Section 4. Discussion Q&A (suggested approx. word count 200) / 5

- Create a list of questions that relate to the reading and can be discussed with a group

Section 5. Reflection (suggested approx. word count 200) / 5

- Reflect on the contribution of the author to your notion or definition of feminism

\*PROOFREAD / 5

Rubric: Critical Response

Due Week 6

Submit to eClass—Tuesday, February 13, 2024 @ 11:59pm

1000-word max.

Mark: /30

Criteria	Distinguished (4)	Proficient (3)	Intermediate (2)	Incomplete (1)
Summary /5	Effectively summarized and described the key argument of the author	Proficiently summarized and described the key argument of the author	Moderately summarized and described the key argument of the author	Does not summarize or describe the key argument of the author
Explanatory Quote /5	Used a key quote to demonstrate the broader argument effectively and accurately	Used a key quote but only marginally demonstrated the broader argument	Used a key quote to highlight an aspect or element but not the broader argument of the text	Used a key quote but failed to demonstrate the broader argument
Example /5	Offered an example or case that perfectly illustrated and illuminated the text	Offered an example or case that only highlighted an aspect of the text—but failed to recognize nuance	Offered an example or case but failed to illustrate and illuminate the text	Offered an example or case that was not remotely related to the text
Connect /5	Provided a thoughtful and considerate connection that appropriately related and pushed understandings of at least one other course reading	Connected reading to at least one other text but did not expand or deepen understandings of either text	Somewhat connected reading with at least one other course reading	Did not meaningfully connect reading to at least one other course reading
Reflection /5	Wonderfully reflected upon the work of the author and the extent to which it added to their own definition of feminism	Proficiently reflected on the work of the author and the extent to which the author informed their own definition of feminism	Reflected on their definition of feminism but not in relation to the author	Did not reflect on their definition of feminism and/or the relation to the author
Coherent & Grammatically Attentive /5	Time was taken to think through and appropriately write this response—the reader found it easy and engaging to read	Unclear whether time was taken to think through and appropriately write this response—easy or enjoyable to read in parts	Unclear whether time was taken to think through and appropriately write this response—struggled to read and comprehend	Needed more time and attention to grammar throughout

Template: Critical Response

Name:

Reading:

Section 1. Summary (suggested approx. word count 200) / 5

— Prepare your summary notes for the reading

Section 2. Explanatory Quote (suggested approx. word count 200) / 5

— Select an exemplary quote from the reading

— This quote should appeal to you personally and/or illustrate an important argument

Section 3. Example (suggested approx. word count 200) / 5

— Write about a particular case or example that can illuminate the key argument of the author

Section 4. Connect (suggested approx. word count 200) / 5

— Connect reading to other course material in a logical and coherent manner

Section 5. Reflection (suggested approx. word count 200) / 5

— Reflect on the contribution of the author to your notion or definition of feminism

Section 6. Grammar / 5

Rubric: Irresistible Revolution  
 Due Week 13—Tuesday, April 9, 2024 @ 11:59pm  
 Email to Course Director & CC Group, if relevant  
 4000-word max.  
 Mark: /40

Criteria	Distinguished	Proficient	Intermediate	Incomplete
Introduction— Introduce Topic and Relation to Course Material /5	Outstanding introduction: overviewed topic/connection to course and captured the reader	Proficient introduction: overviewed topic/connection but marginally enticed reader	Introduced topic but did not adequately describe issue or connect to course or entice reader	Did not adequately detail or overview topic, connect to course and entice reader
Description of Approaches/Actions /5	Clear and concise description of actions taken to review course material and analyze/connect to specific problem	Clear but did not adequately describe approaches or actions taken to complete assignment	Moderately clear but information lacked clarity or was unrealistic/inaccurate	Not described at all, unclear and/or unrealistic
Connection to Course Content /15	Engagement with course content is clear and nuanced	Engagement with course content is clear but not nuanced	Engagement with course content moderately clear and not nuanced	Engagement with course content is minimal (neither clear nor nuanced)
Solution & Conclusion /15	Clearly connected to course content and realistic	Moderately connected to course content and relatively realistic	Moderately connected to course content but unrealistic	Not connected to the course nor realistic

## Template: Irresistible Revolution

1. Introduce topic and theme(s) from course investigated (5 marks, approx. 1000 words)

E.g., I would like to explore the COVID-19 policies and public health strategies on women involved in informal economies, specifically migrant women in sex work in Toronto, Ontario.

2. Description of approaches/actions taken (5 marks, approx. 500 words)

Just tell me what you did—pay particular attention to any limitations imposed at this time. Method sections should be honest and forecast future lines of flight for the work.

E.g., In order to write this assignment, I reread the work of Lam et al. (2021), Crenshaw (1991) and Simpson (2017) with particular attention to the critique of carceral feminism as a tool of colonialism. I used the material created by Butterfly Toronto to analyse in relation to this literature.

3. Connection to relevant course material (15 marks, approx. 1500 words)

What course literature is particularly helpful for you to better understand your chosen topic? Tell me why this reading is relevant and why might it be limited? If it is limited, which it likely is, what is another reading that could add and help supplement your approach to the topic? How might another author fill a gap that the previous author did not address? You have to know the material cited intimately enough to be able to deeply explore it in relation to your topic—how it is significant and what it does not address—that is the bridge to other literature. Draw specifically from the weekly required read; and you can use supplementary material as relevant.

4. Solution, logically connected to course material (5 marks, approx. 500 words)

Clearly, the expectation is not that you create the next Tesla. The intention of this section is that you think productively—not merely pessimistically—about the issue you tackled or considered throughout the term. Be less concerned with the empirical bit. No one in the class did a deep ethnography this term, and I am fine with that. We focused more on the evidence than the community-engaged bit—apologies if anyone is now mad about that. For the solution, focus more on the theory or content that you read, and we discussed in class. With respect to the emphasis on a productive intervention for the future, and as A. Gramsci wrote, be intellectually pessimistic but keep an optimism of will. At 35, he was sentenced to jail for his political opposition, he made three priorities for his time: 1. Improve physical and mental health; 2. Learn Russian; and 3. Read about the political economy. He served nearly a decade in jail focus on this. What do you propose for your solution?

E.g., The COVID-19 pandemic illustrated the violence of existent municipal bylaws created with the intention to “protect” women in sex work. I propose to host a think tank (TT1) wherein people actually implicated in bylaws, review their lived experience of the bylaws, to those elected and responsible for its development. Based on this think tank, elected authorities will have one-month to draft a future bylaw, and a second think tank (TT2) will be hosted for this new and amended bylaw to be presented to and debate amongst communities of focus (namely those that participated in TT1). At the end of TT2, the final bylaw will be agreed upon and a plan for implementation will be completed.

5. Conclusion (5 marks, approx. 500 words)

Rephrase your RQ, summarize your argument, connection to the course (major theme/s explored in this piece), and rearticulate your solution for the future—the solution should be a logical extension from course material.

E.g., In conclusion, we should work with women and broader communities directly impacted by legislation and policies rather than impose strategies created without their involvement.