[Draft May 2nd 2014, may be revised.]

**Dr. Stacy Alaimo Summer II, 2014**

**Professor of English Tuesday/Thursday 1-4:45**

<http://www.uta.edu/english/alaimo/>

English 6360:"Gender, Race, and Sexuality

in the Wake of Social Construction.”



**Tuesday/Thursday: 1-4:45. Room TBA: Office number:** Carlisle 411

**Office telephone number:** None. The English Department: 817 272 2692.

**Office hours, Thursdays 5-6 and by appointment.**

**Email Address:** alaimo@uta.edu

**Course Description:** This introduction to feminist theory, gender theory, feminist science studies, and queer theory will focus both on the importance of social construction to these fields and the recent material turn, which complements social constructionist theories. The course will include difference feminism, material feminisms, feminist corporeal theory, postcolonial queer theory, transgender theory, posthumanist theory, biopolitics, theories of race --and the many intersections among these fields. Active, engaged, participation in class discussions is essential. Six papers and two presentations will be required.

**Required Texts**

* Audre Lorde, *Cancer Journals*
* Gloria Anzaldua, *Borderlands*
* Irigaray*, This Sex Which Is Not One*
* Judith Butler, *Gender Trouble*
* Anne Fausto Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality*
* Penelope Ingram, *The Signifying Body: Towards an Ethics of Sexual and Racial Difference*
* Alaimo and Hekman, *Material Feminisms*
* Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times*
* Beatriz Preciado, *Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era*

Additional reading will be available on Blackboard or on the internet.

**Course Requirements**

Participation: 10%

Weekly Papers and Presentation of those papers: 6 papers, 15% each: 90%

You must complete all the required work in order to obtain credit for the course.

**Papers:** From the first day of class until the last day of class a 6‐7 page paper (and perhaps

a presentation) will be due at the beginning of class. You may skip papers 3 of the 9 classes

or, you may write extra papers. In the end, I will count your 6 highest grades. (Even if you

do not choose to write every week, you are required to do all the reading every week and to

participate, in an informed manner, in all class discussions.)

Papers will be graded on how well they demonstrate a solid understanding of the texts, as

well as on how rigorous, illuminating, convincing, and well‐written they are. Late papers

will not be accepted. The essays should be 6‐7 double‐spaced pages, about 1500‐2000

words (1” margins.) Work on making your prose as precise, concise, and scholarly as you

can in order to pack in the most content. Please list the word count on the top left hand

corner of the paper, under your name.

[Mechanics and other policies: All papers must be “typed,” stapled, and have a significant

title. Please do NOT use plastic folders or paperclips for your paper—a staple is sufficient.

All papers are due at the very beginning of the class. I never accept faxed papers or

emailed papers. Be sure to keep an extra copy of your paper. Please Note: plagiarism is a

serious offense and will be punished to the full extent.]

## Presentations: You will be required to do two presentations, for which you will sign up. These presentations may be based on, or identical to, the content of your paper for that week. They should last 15 minutes.

## Participation/Attendance

Your active, informed participation is crucial to the success of the course. Carefully prepare for each class period by doing the reading in a rigorous and inquisitive manner. Every day that you come to class you should have something valuable to say. I will grade on actual participation, rather than on mere attendance. However, since summer school does not consist of many classes, you may not miss more than one. If you miss class two times, your course grade will be lowered, and if you miss three you will fail the course.

**Course Objectives**

1. Students should develop and then demonstrate a solid understanding of particular

theories, concepts, methods, arguments, and questions of the course.

2. Students should write in an informed manner, about the readings for each week,

demonstrating their ability to compare and contrast, evaluate, extend, and apply the

theories, arguments, concepts, and frameworks. The prose should be lucid, precise,

effectively organized, and dense with content. The arguments should be complex and

nuanced. The texts should be represented accurately.

3. Students should be able to speak about these difficult theories, questions, and texts, in an

informed, organized manner in their oral presentations and should be able to make

knowledgeable, valuable contributions to the class discussions—consistently.

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**Official UTA Policies:**

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.  Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability.   Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.
"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2) [NOTE FROM DR. ALAIMO: PLAGIARISM IS INEXCUSABLE AT THE GRADUATE LEVEL; I WILL CERTAINLY PUNISH PLAGIARISM TO THE FULLEST EXTENT POSSIBLE.]

**Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

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**Minimal standards for classroom etiquette:**

1. **TURN OFF** all pagers, beepers, cell phones and other electronic devices! You may not have these devices turned on while in class. You may not text message or read email or engage in any other electronic activities during class. The only exception is if you choose to access the course readings electronically.

2. Arrive to class **ON TIME**. It is distracting to both the professor and the students to have someone come in late. If you come in late, you will be marked absent.

3. Arrive to class **PREPARED** to discuss the texts and materials in an informed manner. You are expected to make a substantial contribution to every class..

4. Treat your classmates with **RESPECT**. Learn to disagree without being disagreeable. We will often discuss controversial, volatile topics, so everyone needs to learn how to disagree with someone’s views, beliefs, or perspectives while maintaining a sense of civility.

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I would strongly recommend that all graduate students read Calvin Thomas’ “Moments of Productive Bafflement, or Defamiliarizing Graduate Studies in English” in *Pedagogy*, 5. 1 (2005) before class.

**SYLLABUS**

Feminisms 101: “Your Body is a Battleground” (Kruger): Liberations/Occupations

Week One. July 8 & 10.

Tuesday: New York Radical Feminists, “Introduction to Consciousness Raising;” Audre Lorde, “The Erotic as Power;” and *Cancer Journals;* S. Lochlann Jain, “Cancer Butch” from *Malignant: How Cancer Becomes Us;* Gloria Anzaldua, *Borderlands*; Ana Louise Keating, Speculative Realism, Visionary Pragmatism, and Poet-Shamanic Aesthetics in Gloria Anzaldúa—and Beyond.”

Thursday: Irigaray, *This Sex Which Is Not One*, Elizabeth Grosz, “Irigaray and the Ontology of Sexual Difference;” Miri Rozmarin, “Living Politically: An Irigarayan Notion of Agency as a Way of Life.”

The Social Construction of Gender and Sexuality

Week Two. July 15 & 17.

Tuesday: Donna Haraway, “A Manifesto for Cyborgs;” Monique Wittig, “One is Not Born a Woman;” Judith Butler, *Gender Trouble.*

Thursday: Anne Fausto Sterling, *Sexing the Body: Gender Politics and the Construction of Sexuality, and* “Science Matters, Culture Matters.”

Material Feminisms, Corporeal Feminisms

Week Three. July 22 & 24

Tuesday: Alaimo and Hekman, *Material Feminisms;* Alaimo, Introduction to *Bodily Natures*, “Thinking as the Stuff of the World.”

Thursday: Penelope Ingram, *The Signifying Body: Towards an Ethics of Sexual and Racial Difference; “* [Editorial: Race/Matter – materialism and the politics of racialization](http://www.darkmatter101.org/site/2008/02/23/racematter-materialism-and-the-politics-of-racialization/),” by [Dimitris Papadopoulos](http://www.darkmatter101.org/site/author/dimipa/) and [Sanjay Sharma](http://www.darkmatter101.org/site/author/sanjay-s/) and one or two essays here: <http://www.darkmatter101.org/site/category/journal/issues/race-matter/>

Race, Postcolonial Materialities, Queer Geographies

Week Four. July 29 & 31.

Tuesday: Robert Young, “The Linguistic Turn, Materialism and Race: Towards an Aesthetics of Crisis;” Arun Saldnha, “Reontologizing Race: The Machinic Geography of Phenotype,” and The Political Phenotype:  Antiracist Science after Man,” <http://www.tc.umn.edu/~saldanha/phenotype.html>; Julie Sze, “Boundaries and Border Wars: DES, Technology, and Environmental Justice;” Mel Chen, “Lead’s Racial Matters” from *Animacies;*. Rosi Braidotti, “Transactions: Transposing Difference” from *Transpositions.*

Thursday: Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times* ; see also: http://www.darkmatter101.org/site/2008/05/02/qa-with-jasbir-puar/

Queer Ecologies, Sexual Biopolitics

Week Five. August 5.

Tuesday: Riki Lane, “Trans as Bodily Becoming: Rethinking the Biological as Diversity not Dichotomy; “ Alaimo, “Eluding Capture: The Science, Culture and Pleasure of Queer Animals;” Eva Hayward, “More Lessons from a Starfish;” Beatriz Preciado, *Testo Junkie: Sex, Drugs, and Biopolitics in the Pharmacopornographic Era and “*Pharmaco-pornographic Politics: Towards a New Gender Ecology”