

Term Information

Effective Term Autumn 2018
Previous Value Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We request a change to title and course description.

What is the rationale for the proposed change(s)?

WGSS is submitting a curriculum redesign for its graduate programs, and the proposed change is a key feature of the new required coursework. The two semester structure evidences the department's commitment to extensively examine the breadth and depth of interdisciplinary feminist scholarship. The two semester course rationale emphasizes that significant time is necessary for students to properly engage with an ample sample of the wide range of interdisciplinary feminist theoretical frameworks and methodologies. Course content will not be duplicated across the semesters unless there are pedagogical reasons for doing so, per instructor consultation across the two semesters.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

7700 will be the first in a two semester sequence, and the second course in the sequence, 7701, is being submitted as a new course request. The sequence will be required of all new MA and PhD students. 7700 will be offered every Autumn semester and 7701 every Spring semester. These changes do not affect other programs or departments, and no concurrence is necessary.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

Approval is contingent on the approval of the new course request for 7701 and the approval of the WGSS graduate curricular redesign.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org	Women's, Gender&Sexuality Sts - D0506
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7700
Course Title	Feminist Inquiry I
<i>Previous Value</i>	<i>Feminist Inquiry: Theory</i>
Transcript Abbreviation	Feminist Inquiry I
<i>Previous Value</i>	<i>Feminist Theory</i>
Course Description	Introduction to women's, gender and sexuality studies as an academic field of study and an orientation to the graduate program, facilities, resources, and people.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never

Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Available only to students enrolled in Women's, Gender and Sexuality Studies masters, doctoral, or graduate minor programs.
Exclusions	700
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	05.0207
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• After completion of the 7700 course, first year WGSS PhD and MA students will be able to:<ul style="list-style-type: none">• Recognize interdisciplinary thinking through their writing and speaking;• Read and evaluate a text's theoretical arguments;• Understand the role of methodology in the development of original arguments;• Write accurate and evaluative summaries of scholarship;• Orally represent and analyze scholarship.
Previous Value	<ul style="list-style-type: none">• <i>Our primary goal is to learn how to read texts critically and effectively. Each of you will also begin the task of situating your interests within a broader field of feminist scholarship.</i>
Content Topic List	<ul style="list-style-type: none">• The course examines interdisciplinary feminist approaches to theory and methodology. Feminist theories of gender, sex, race/ethnicity, sexuality.

COURSE CHANGE REQUEST
7700 - Status: PENDING

Last Updated: Heysel,Garett Robert
09/16/2017

Previous Value

- [Sex, Gender, Sexuality](#)
- [Explaining and Resisting Patriarchy](#)
- [Race, Empire, and the Subjects of Feminism](#)
- [Deconstructing Gender, Reconstructing Feminism](#)
- [Global Capital, Global Feminisms](#)

Sought Concurrence

No

Attachments

- WGSST 7700 Sample Syllabus.pdf: New WGSST 7700 Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)
- 7700 Winnubst Syllabus (AU17).docx: Old WGSST 7700 Syllabus
(Syllabus. Owner: Stotlar, Jacqueline Nicole)

Comments

- Changes have been made and current course syllabus has been added for comparison. *(by Stotlar, Jacqueline Nicole on 09/13/2017 05:17 PM)*
- Disability information boiler plate language is incorrect and academic misconduct boiler plate language is missing. An indication of where texts can be secured is mandatory. Please review mandatory syllabi materials in the curricular manual and resubmit *(by Heysel, Garrett Robert on 09/07/2017 10:02 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	08/22/2017 11:21 AM	Submitted for Approval
Approved	Winnubst, Shannon	08/22/2017 12:36 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	09/07/2017 10:02 PM	College Approval
Submitted	Stotlar, Jacqueline Nicole	09/13/2017 05:18 PM	Submitted for Approval
Approved	Winnubst, Shannon	09/13/2017 08:30 PM	Unit Approval
Approved	Heysel, Garrett Robert	09/16/2017 07:16 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	09/16/2017 07:16 PM	ASCCAO Approval

Women's, Gender and Sexuality Studies 7700
Feminist Inquiry I
Mondays, 2:15am – 5:00pm
Denney Hall 262

Professor Mary Thomas
Dulles Hall 308E
Office phone: 614-292-9866
thomas.1672@osu.edu

Office hours: Wednesdays 2:15-3:30pm and by appointment

Course goals and learning outcomes

Welcome! This seminar is the first semester of a two semester course on Feminist Inquiry. The course examines interdisciplinary feminist approaches to theory and methodology, and both courses are required in sequence for all WGSS MA and PhD students in their first years of study in the department. Others, like Graduate Minors in WGSS, may enroll in either half of the sequence if space allows and are not required to take the first half to enroll in the second.

Feminist Inquiry I involves a challenge to disciplinary approaches by advancing modes of thinking that question divisions between power, knowledge, objects and subjects of analyses, and the practices of academic engagement. In this course you will read a range of relatively new texts. The class is less an introduction to, or historical overview of, feminist theory (an impossible task), as it is an exercise in learning to evaluate the interdisciplinary methods and theories that various feminist scholars utilize to make their arguments. I hope that the course's design will help you shape the tools you need to read well and go on to do your own feminist inquiry and authorship.

We will spend the bulk of our time trying to decipher the strategies, rhetoric, theoretical genealogies, and empirical contributions of the authors whose work we read. This is a demanding class with a considerable workload, and it will thus require considerable effort on your part. It will not be enough to merely do the required reading listed below and come to class with questions about the text. Instead, you will have to do significant work figuring out the terminologies and methods authors use to create an argument.

After completion of the 7700 course, first year WGSS PhD and MA students will be able to:

- Recognize interdisciplinary thinking through their writing and speaking;
- Read and evaluate a text's theoretical arguments;
- Understand the role of methodology in the development of original arguments;
- Write accurate and evaluative summaries of scholarship;
- Orally represent and analyze scholarship.

A note on classroom etiquette

For the next two to six years (or perhaps 30), your job will be as a scholar. Please consider this course part of your career and work life. Being a graduate student means

you must begin to think about how to create your professional identity. Hopefully this course and our work in it will help you in some small way to begin to do that, both in terms of engagement with other scholars, and in terms of identifying scholarship that speaks to you and your interests, talents, and passions.

You must approach the work required in this class with a dedication to learn the skills you will need to build your career as a scholar of whatever specialty or profession. This includes not merely learning a variety of theoretical approaches, but also striving to be a thoughtful, curious reader and a practiced, clear writer. Articulating your ideas with others is another vital aspect of scholarship. *Your effort in all of these tasks* is what will make this class succeed for you and for all of us.

Engage in rigorous, courteous conversation. Treat your colleagues with respect and consideration. That means being in class on time, with prepared notes, with questions, and with interest. Set aside sufficient time to struggle with words as you write and to work on well-crafted and thought-provoking essays. Enjoy a close engagement with texts and ideas, and with each other. Dis/agree, debate, converse, and struggle and learn together. These are all the joys of graduate school.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Misconduct Policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

Assignments

Prepare 2-4 **questions** every week for class discussion and bring me a printed copy of these questions to class. The questions should be engaging, productive to group conversation, and considered, rather than speculative (e.g., “how did the author feel talking to prisoners?”) or empirical (e.g., “how many women were incarcerated in 2010?”). Your question list could include ones about methodology (how the author constructs her argument), rhetoric (how the author uses language to make her points), ontology (her theory of how the world exists), or epistemology (her understanding of what knowledge is). Have at least two but no more than four questions each week. You will turn these in to me at the beginning of class *on paper*, so always be sure to have a copy for yourself for discussion. Do not give me handwritten questions that you fill in five minutes before or into class; I will not accept them.

Beginning week four (September 21) you will be required to design a ‘roadmap’ for the following ten texts we read. This will entail the following steps:

1. Construct a skeletal **outline** of each book that we read (max one page double spaced; use the page and do not turn in anything much shorter than a full page). In this, identify key theorists/scholars and concepts that the author uses to construct her arguments and the methodologies utilized. Be sure you identify the core conceptual priorities of the author, rather than focusing on the minute details of the argument. What is the author’s inquiry and what does it offer to a body of scholarship? What is the role of methodology in the development of the author’s arguments? Do not reproduce a table of contents! Make this a meaningful exercise so that you can go back to these later and use them as useful roadmaps for the core arguments each text constructs.
2. Write a 200 word **abstract** describing the author’s main theoretical argument and methodological approach. In contrast to the outline, the abstract should be full sentences.

You will also write four 1500 word **response papers** this semester between weeks 4 and 12. Each 1500 word response paper should cover one book only. The response papers will be due on Friday of the week we read the book; in other words, turn the response paper for your chosen book the last day of the week during which we have discussed the book. I want you to be able to utilize class discussion for the writing of the response paper. Each response paper should communicate the book’s arguments, its major findings, and your engagements or critiques of these. Please do not describe your own research – stick to the conceptual engagements you find useful and then detail those in the paper. We will talk more about these papers the first couple weeks of class.

I encourage you to work together, talk about the texts, and help each other. However, each of you is responsible for turning in your own written work. Plagiarism (“the representation of another’s works or ideas as one’s own” – see University Rule 3335-31-02) will be reported, so make sure you cite appropriately, even with your outlines and in your questions.

You must also be an active campus participant in events, lectures, forums, or conferences. This is especially important when we have WGSS invited guests (Karen Ho will be our guest on September 18). It is a departmental policy to require WGSS students to attend at least 2 of these events per each semester that you are enrolled in a core course. Please see the [events](#) page of our department's website for sponsored events. After attending, please submit a short written response to the event to me. If you are fulfilling this requirement for another core course as well, you may use the same events for both courses. If you are not a WGSS student, you may go to any talk on campus to fulfill this requirement.

Finally, you must participate in class discussion. While speaking in class is sometimes difficult for some students, discussion is a central component of your professional development. I will endeavor to encourage a supportive atmosphere in class in which to develop your ideas, and in return *I expect all of you to come prepared to talk.* If you do not actively engage in class discussions, your grade will be seriously affected. I expect everyone to speak every week. Oral skill building is a learning goal for this course!

Grades

Attendance at WGSS/campus events	5%
Participation and attendance	10%
Outlines, abstracts, and questions	25%
Response papers (15% x 4)	60%

If you miss any class meeting, you are still responsible for an outline and questions. You may not miss more than one class meeting during the semester. No exceptions.

Readings

Texts are listed below in the course schedule. Books have been ordered and can be found at SBX. You may also choose to order books from a seller of your choice or via the library. Please be sure to secure the correct edition/publication year if you choose to obtain the texts somewhere besides SBX. Articles and additional readings are either linked below or can be found in Carmen.

Week one: August 31

Miranda Joseph (2014) *Debt to society*. University of Minnesota Press

Week two: September 7 LABOR DAY no class

Week three: September 14

Karen Ho

- (2009) *Liquidated: an ethnography of Wall Street*. Duke University Press (READ the introduction, Chapter 1, and Chapter 7)

- (2012) Occupy Finance and the paradox/possibilities of productivity *Cultural Anthropology* <http://www.culanth.org/fieldsights/340-occupy-finance-and-the-paradox-possibilities-of-productivity>
- (2015) Laura Bear, Karen Ho, Anna Tsing, and Sylvia Yanagisako, Gens: A feminist manifesto for the study of capitalism *Cultural Anthropology* <http://www.culanth.org/fieldsights/652-gens-a-feminist-manifesto-for-the-study-of-capitalism>

WGSS graduate students are expected to attend a seminar with Karen Ho on Friday September 18 at 10am; and to attend a public lecture by her at 3:00pm. Everyone in the class is welcome to attend either or both of these events! More details in class.

Week four: September 21

Bobby Benedicto (2014) *Under bright lights: gay Manila and the global scene*. University of Minnesota Press

Week five: September 28

Lisa Guenther (2013) *Solitary confinement: social death and its afterlives*. University of Minnesota Press

Week six: October 5

Beth Richie (2012) *Arrested justice: black women, violence, and America's prison nation*. NYU Press

Week seven: October 12

Dean Spade (2015) *Normal life: administrative violence, critical trans politics, and the limits of law*. Duke University Press

Week eight: October 19

Kim TallBear (2013) *Native American DNA: tribal belonging and the false promise of genetic science*. University of Minnesota Press

Week nine: October 26

Afsaneh Najmabadi (2014) *Professing selves: transsexuality and same-sex desire in contemporary Iran*. Duke University Press

Week ten: November 2

Richa Nagar (2014) *Muddying the waters: coauthoring feminisms across scholarship and activism*. University of Illinois Press

Week eleven: November 9

Aimee Meredith Cox (2015) *Shapeshifters: Black girls and the choreography of citizenship*. Duke University Press

Week twelve: November 16

Alison Kafer (2013) *Feminist, queer, crip*. Indiana University Press

Week thirteen: November 23

Lynn Itagaki (2016) *Civil racism: the 1992 Los Angeles Rebellion and the Crisis of Racial Burnout*. University of Minnesota Press.

Week fourteen: November 30

Priscilla Pena Ovalle (2011) *Dance and the Hollywood Latina*. Rutgers University Press.

WGSS 7700
Feminist Inquiry: Theory
Autumn 2017

Course Overview:

This course serves as the introductory graduate course for all incoming graduate students in the Department of Women's, Gender & Sexuality Studies. As such, it is primarily designed as an introduction to this field of study. One of the youngest and most rapidly growing fields in the US academy, WGSS is a field in motion. There is no singular definition or canon that can map our course of study. The field is not, however, anarchist: there are a variety of routes of inquiry that continue to shape contemporary trends in feminist theory. Moreover, as a signifier, "feminist theory" has virtually exploded in the last three decades, becoming one of the most capacious terms in the academy.

This course aims to familiarize students with both some of the historical roots and contemporary trends in feminist theory, constructing genealogies wherever possible and paying particular attention to the moving concept of "gender." To pretend towards a comprehensive account of feminist theory is, by definition, futile. The course attempts to mark the omissions as clearly as the inclusions: contention about the choices and demarcations of contemporary fields is itself part of the practice of "feminist theory." Most of all, the course aims to engage students in a complex and rigorous process of self-reflection on the activity of feminist theorizing: what are we doing when we claim we are theorizing? What do we expect, demand, deny, perhaps fetishize about this activity? And why is it so often such a fraught claim and act, especially if it is endemic to feminist inquiry?

WGSS 7700 is also related directly to WGSS 7760, which is taught in the spring semester. Each of these courses takes the general topic of "feminist inquiry" into two iterations: theory and method. As we will discover quickly in this course, many contemporary scholars increasingly find this a false dichotomy: we theorize in and through our methodologies and, conversely, our methodologies shape the kinds of theories we generate. In my own scholarship, I bypass the theory/method binary by framing the specificity of different kinds of scholarship through the wide range of registers in which it operates: sociological, historical, affective, aesthetic, material, ontological, and so on. Still, this course will emphasize the pole of "theory" in this complex interplay, while WGSS 7760 will emphasize the pole of "method." Furthermore, the two courses are designed in conversation in an effort to expose students to a wide array of contemporary trends. Given my specializations, this iteration of WGSS 7700 will particularly investigate the contemporary fields of queer studies, trans* studies, black feminism, new materialist/posthumanism, and feminist critiques of colonialism. At a broader level, we will anchor ourselves through particular attention to the swirling conversations regarding "intersectionality" and the tensions between those and persistent claims to "ontologies of difference."

Finally, this course also serves as an introduction to the practices of feminist inquiry locally, particularly in the WGSS Department at Ohio State. The course introduces students to a variety of scholarly practices: attendance & engagement of public lectures; graduate seminars with visiting scholars; research methods with the dedicated WGSS librarian, Cynthia Preston; familiarity with the genre of book reviews; and an overview of the wide array of feminist scholarly journals, with a genealogy of a select few.

Accessibility:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, please communicate your accommodations to me as soon as possible. SLDS contact information: slds@osu.edu; [614-292-3307](tel:614-292-3307); slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

The Student Advocacy Center is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. SAC's aim is to empower students to overcome obstacles to their growth both inside and outside the classroom.

<http://advocacy.osu.edu/>

Counseling and Consultation Services provides services to currently enrolled undergraduate, graduate and professional students through individual & group counseling, psychiatrists, nutritional counseling, couples counseling, outreach, workshops, crisis debriefing, and community referrals. <http://www.ccs.ohio-state.edu/>

Course Requirements:

Essay on Feminist Intellectual and Political Labor (30%)

The central axis of our concern is the delicate balancing of intellectual and political labor within feminist theory. The culmination of the seminar, therefore, will be a 3,000 word, beautifully written essay on **your** understanding of and approach to this endemic tension. Please begin writing this essay well before the end of the term: do not hand in a first or even second draft of this essay.

Genealogy of Journal (25%)

In groups of 3-4 students, each of you will construct an historical overview of a selected feminist journal. The written account, co-authored, should be 1300-1700 words; the oral account, co-presented, should be 15-20 minutes. Strategies to consider include: skim the Table of Contents of particular issues of the journal, such as special issues, guest-edited issues, clusters within general issues; read editorial statements, often published upon a change in editorial teams; use data bases to locate the “most cited” essay(s) of the journal; editorial boards; and so on. The aim of this exercise is both to familiarize the course with the broad array of feminist journals and to track the scholarly terrain of those journals as they have developed across various time spans (approximately 50-5 years). Please consider the following list, do a bit of research, and choose the top three journals that you would like to study by **September 7th**; this should be a semester-long project, not one completed in a couple of days close to the deadline.

Journals

Signs

Women’s Studies: An Interdisciplinary Journal

Women’s Studies Quarterly

Feminist Studies

Frontiers: A Journal of Women’s Studies

Feminist Formations

Feminist Review

differences: A Journal of Feminist Cultural Studies

Feminist Theory

glq: A Journal of Lesbian and Gay Studies

TSQ: Transgender Studies Quarterly

Meridians: feminism, race, transnationalism

Disability Studies Quarterly

European Journal of Women’s Studies

Women’s Studies International Forum

Book Review (20%)

The book review is a particular genre of academic writing that is crucial to the practice and circulation of feminist theory. I am including one model of the genre in the syllabus and will also distribute an excellent overview of the genre, “Writing the Academic Book Review,” by Wendy Laura Belcher. Please write a formal book review (1500-2000 words) ready for publication of one of the four texts we read in this seminar. (If you wish to choose another text, you must present it to me with a brief “pitch” for it to be approved.)

Attendance at WGSS Guest Lectures & Graduate Seminars

The WGSS Department requires all WGSS graduate students enrolled in WGSS core courses to attend at least two public lectures or colloquia per semester. We particularly expect you to attend those hosted directly by WGSS. (WGSS co-sponsors a great number of events, but we host only 2-3 guest scholars per year.) As noted on the seminar schedule, Nicole Fleetwood, Christina Sharpe and Dionne Brand are all visiting campus this Autumn. Students in WGSS 7700 are required to attend both of these events (Sharpe & Brand are working together). Additionally, WGSS students in 7700 are required to attend at least one of the graduate seminars conducted by these scholars. Please schedule around these events now and let me know

immediately if there is an irremediable conflict. For more WGSS sponsored and related events that are likely of interest, please see the [events](#) page on the WGSS website.

Participation (25%)

Critical participation in this seminar is essential to the success of both the seminar and the individual student. This means I expect each of us to arrive at each class meeting fully prepared to enter our ongoing discussion. To be fully prepared means one has completed the reading, taken some time to reflect on it and even re-read particular sections, organized one's notes, and formulated some questions, themes, and dynamics to discuss in the seminar. For sessions in which we are tackling a number of essays, you should prepare clear overviews of each essay, particularly noting passages critical to the argument. While this kind of engagement includes critiques of the texts under analysis, it also means thinking *with* them and *from* them as interlocutors. Obviously, this requires all students to speak up and engage the conversation of the seminar.

General Grade Rubric for Participation:

- A: Engages the seminar conversation regularly, thoughtfully, and respectfully
- B: Contributes once/week
- C: Contributes occasionally
- D: Makes one or two comments throughout the semester
- F: Attends, but never speaks

If you are anxious about speaking in the seminar, I recommend you prepare written questions about the texts and possible comments about sections you deem particularly important before class. If this is insufficient, please talk to me early in the semester. I note participation weekly and am happy to discuss this aspect of the grade at any time.

Absences: Given holidays and travel, this course only meets 10 times. No student should accrue more than **two** absences. If something truly extenuating emerges, please contact me immediately.

Required Texts:

Books:

Alaimo, Stacy. *Exposed: Environmental Politics and Pleasures in Posthuman Times*. University of Minnesota Press: 2016.

Sharpe, Christina. *In the Wake: On Blackness and Being*. Duke University Press: 2016.

Trinh, Minh-ha. *Lovecidal: Walking with the Disappeared*. Fordham University Press: 2016.

Villarejo, Amy. *Ethereal Queer: Television, History, Desire*. Duke University Press: 2014.

Wiegman, Robyn. *Object Lessons*. Duke University Press: 2012.

Essays:

Agathangelou, Anna, Dana M. Olwan, tamar Lea Spira, Heather M. Turcotte: "Sexual Divestments from Empire: Women's Studies, Institutional Feelings, and the "Odious" Machine," *Feminist Formations*, 27:3, Winter 2015, 139-167

Bey, Marquis. "The Trans*-ness of Blackness, the Blackness of Trans*-ness," *TSQ: Transgender Studies Quarterly* (2017) 4(2): 275-295.

Butler, Judith. *Gender Trouble*, Part One

Chen, Mel Y., "Animals Without Genitals: Race and Transsubstantiation," *Transgender Studies Reader 2*, eds. Stryker & Aizura (Routledge: 2013)

Cixous, Helene. "Laugh of the Medusa"

Crenshaw, Kimberlé: "Mapping the Margins"

Ellison, Treva, Kai M. Green, Matt Richardson & C.Riley Snorton, "We Got Issues: Toward a Black/Trans* Studies," *TSQ: Transgender Studies Quarterly* (May 2017), 4:2, 162-169.

Falcón, Sylvanna M. & Jennifer C. Nash, "Shifting analytics and linking theories: A conversation about the 'meaning-making' of intersectionality and transnational feminism," *Women's Studies International Forum* (May-June 2015), Volume 50, p. 1-10.

Fleetwood, Nicole. TBD (for Graduate Seminar 10/19)

Eva Hayward, "Don't Exist," *TSQ: Transgender Studies Quarterly* (May 2017), 4:2, 191-194.

Hyrd, Myra J., "Animal Trans," *Transgender Studies Reader 2*

Johnson, E. Patrick. "'Quare' Studies, or (Almost) Everything I Know about Queer Studies I Learned from My Grandmother"

Krell, Elías Cosenza. "Is Transmisogyny Killing Trans Women of Color?: Black Trans Feminisms and the Exigencies of White Femininity," *TSQ: Transgender Studies Quarterly* (2017) 4(2): 226-242.

Nash, Jennifer C: re-thinking intersectionality, [Feminist Review \(89\) \[Jun 2008\]](#), p.1-15.

Adrienne Rich 1981 Keynote Address to NWSA

Joan Scott. "The Evidence of Experience"

Spillers, Hortense. "Mama's Baby, Papa's Maybe: An American Grammar Book"

Stone, Sandy. "The *Empire* Strikes Back: A Posttranssexual Manifesto"

Stryker, Susan. "Transgender Studies: Queer Theory's Evil Twin,"
GLQ: a journal of lesbian and gay studies, v10 (n2) (June 2004): 212-215

Trinh Minh-ha, *Woman, Native, Other: Writing Postcoloniality and Feminism*: Preface & Part 1

Recommended Readings:

Althusser: "Ideology and Ideological State Apparatuses"

Foucault: *History of Sexuality, Volume 1*; "Discourse on Knowledge," Appendix to *Archaeology of Knowledge*;

Freud: *Beyond the Pleasure Principle*; "Feminine Sexuality," *Three Essays on the Theory of Sexuality*

Roderick Ferguson. *The Reorder of Things: The University and Its Pedagogy of Minority Differences* (U Minnesota: 2012)

Schedule of Readings & Activities:

August

- 24 - Introduction to course; overview of expectations & assignments
- 31 - Wiegman: Introduction and Chapter One
Agathangelou, Anna, Dana M. Olwan, Tamar Lea Spira, Heather M. Turcotte:
"Sexual Divestments from Empire: Women's Studies, Institutional Feelings, and
the "Odious" Machine," *Feminist Formations*, 27:3, Winter 2015, 139-167

September

- 7 - Rich: "Disobedience is What NWSA is Potentially About" (1981)
This Bridge Called My Back: Bambara, "Foreword" (1981); Moraga: "Preface"
(1981); Moraga & Anzaldúa: "Introduction" (1981); Rushin: "The
Bridge Poem"
Rubin: "Thinking Sex" (1984)
Haraway: "Cyborg Manifesto" (1984)
Spillers: "Mama's Baby, Papa's Maybe: An American Grammar
Book" (1987)
Butler: *Gender Trouble*, Part I: "Subjects of Sex/Gender/Desire" (1989)
Trinh: *Woman, Native Other*, Preface & Part I (1-44) (1989)

hand-in top three journal choices

- 14 - Wiegman: Chapter Five
Crenshaw: "Mapping the Margins" (1991)
Nash, Jennifer C: re-thinking intersectionality, *Feminist Review* (89) [Jun
2008], p.1-15.
Falcón, Sylvanna M. & Jennifer C. Nash, "Shifting analytics and linking
theories: A conversation about the 'meaning-making' of intersectionality
and transnational feminism," *Women's Studies International Forum* (May-
June 2015), Volume 50, p. 1-10.

- 18 - **Winona LaDuke: time/place TBA**

- 19 - **Christina Sharpe & Dionne Brand: “The Contemporary Ramifications of Slavery,” Public Dialogue (time/place TBD)**
- 20 - **Christina Sharpe & Dionne Brand: Workshop (time/place TBD)**
- 21 - Christina Sharpe, *In the Wake: On Blackness and Being*
- 28 - Wiegman: Chapter Two
Stone: “The Empire Strikes Back”
Scott: “The Evidence of Experience”
Johnson: “‘Quare’ Studies”
Stryker: “Trangender Studies: Queer Theory's Evil Twin.”

October

- 5 - Villarejo, *Ethereally Queer*
Review by Nguyen Tan Hoang, *philoSOPHIA: A Journal of Continental Feminism*, 5:2 (2015): 321-25.
- 12 - no class meeting: Fall Break
- 18 - **Nicole Fleetwood, 3:30-5 pm, Scott Lab N0050**
attendance required
- 19 - **Nicole Fleetwood Graduate Seminar**
Attendance required for all WGSS students
Reading TBD
[no class meeting: I will be at the meeting of the SPEP (Society of Phenomenology & Existential Philosophy)]
- 26 - Alaimo: *Exposed*

November

- 2 - Hyrd, “Animal Trans”
Chen, “Animals Without Genitals”
Ellison, Green, Richardson & Snorton: “We Got Issues”
Krell, “Is Transmysogyny Killing Trans Women of Color?”
Bey, “The Trans*-ness of Blackness, The Blackness of Trans*-ness”
- 9 - Trinh: *Lovecidal*
- 16 - no class meeting: I will be at the meeting of NWSA
- 23 - no class meeting: Thanksgiving Break
- 30 - Reports on journals: **written reports also due in class**

Essays on Feminist Intellectual and Political Labor and book reviews are due **December 8, 5 pm, my box in UH286.**