

FEMINIST/QUEER THEORIES & METHODOLOGIES
WGSS 300/CT concentration S. Sarker Fall 2013

Class: OM 009 Hours: M 7-10 pm
Office: OM 317/Mailbox OM 409 Office Hours: MW 4:30-6pm/by appt.
PH: 696-6316 e-mail: sarker@macalester.edu

COURSE DESCRIPTION

We will study how the terms 'feminist' and 'queer' meet and separate in 20th century culture and politics. Some themes that bring them into the same conversation are: negotiating prescribed and constructed identities, critiquing existing frameworks and fashioning unprecedented ones, and addressing the material conditions of modernity and postmodernity.

REQUIRED TEXTS

Kolmar, Wendy, and Frances Bartkowski. *Feminist Theory: A Reader*. Fourth Edition.

ADDITIONAL TEXTS (on Moodle)

Ratti, Rakesh. *A Lotus of Another Color* ("Some Thoughts on Bisexuality"; "Sexuality, Identity, and the Uses of History").

Trinh, Minh ha. "The World as Foreign Land"; "All-Owning Spectatorship."

Selections from *Third Wave Feminism*

Selections from *Colonize This!*

Selections from *The Lesbian and Gay Studies Reader* (d'Emilio; Nanda)

Selections from *from the inside out: Radical Gender Transformation, FTM and beyond*

Selection from *The Routledge Queer Studies Reader* (Arondekar, Cohen, Manalansan)

Selections from *Men Speak Out*

Selections from *The Transgender Studies Reader 2*

MOVIES

(if you borrow from Media Services Reserve outside scheduled show times, please return within 24 hours)

Judy Chicago and The California Girls

Kiss of the Spider Woman

Remote Sensing

Running in High Heels

Shinjuku boys

Tal Como Somos
The Brandon Teena Story
The Edge of Each Other's Battles: Audre Lorde
Venus Boyz
Warrior Marks

REQUIREMENTS

Your participation is the key to making this course intellectually stimulating and socially vibrant. Our careful reflection on what you and others are saying, and on communicating your different opinions with both respect and precision will make these following tasks exciting:

- A) Forum (including Reserve Readings, radio/other news sources, textbook bibliographies)
- B) Moderator
- C) Mini-essays
- D) Oral presentations

A) FORUM: every week, an online communication, through Moodle, will require that each of you, assigned in the group that is due, must post **BY EVERY SUNDAY MIDNIGHT**, ONE question involving any TWO texts assigned for the upcoming week. You may reflect briefly on an aspect of the past week's discussion if you consider it relevant. Check Moodle to read the list of questions already posted, to look for correlations, before you post your entry. The question should be followed by a short comment on the relationship of your query to a point of personal interest in a text. The recommended length is a maximum of 300 words. Please imagine questions that elicit responses about the implications of textual content, rather than 'yes'/'no' replies. Be prepared to summarize your point in class as a quick refresher.

You will be graded individually, based on your own entry. I will check Moodle. Please take care to submit your entry on time; if you have not done so (you are late or miss it completely), you will forfeit your grade for that missed opportunity. For grading guidelines, see page 5.

B) MODERATOR: every session, I will select some of you to structure and lead discussion for a small portion of the class. The moderators will be selected randomly; s/he will synthesize the responses submitted on Moodle, decide a focus topic, and present issues based on that topic, in the form of questions or observations, for the class to discuss. If there is an oral presentation scheduled for that session, it will be presented first and the moderator will integrate issues into the already-prepared structure. You will be graded individually.

C) MINI-ESSAYS: an in-class assignment in which a topic or question and a structure will be offered by the instructor and on which you will write for 20-30 minutes. The focus will be on the readings for the

day and/or recent past sessions; you will have access to your books and notes, and extra credit will be given for using short, relevant quotations. The assignment is completed and will be collected in class; absences cannot be made up or compensated. You will be graded individually.

Mini-essays are graded on the basis of precision in your response, appropriate and well-chosen examples, and structured sequence of ideas. When beginning to write in class, it is useful to take a few minutes to sketch an outline of the main points you wish to make. Towards the end of the semester, you will have an option to re-do up to 2 of the mini-essays, keeping the same length, but writing with the knowledge gained post-exercise. You may also opt to write a 5-page paper as a revision. Please discuss any revision option with me at least 2 weeks in advance of the final deadline.

PLAGIARISM is defined as the use of another's ideas without acknowledgement. Since this is considered a serious matter, please consult a style handbook on the correct way to record another person's opinions; ask me if you are still confused.

D) ORAL PRESENTATIONS: a **one-time** in-class activity for which you will be graded individually. It is scheduled on a day other than a mini-essay day. It is based on the material assigned for the date that you sign up.

Advantages: Your moment in the spotlight! You may grasp this opportunity to display your individuality and teamwork in expressing ideas.

Disadvantages: None.

What do you do? Provide a Title to your presentation that indicates your approach;
Outline 2 specific aspects/themes/ideas of the texts for that day (points will be deducted for summarizing);
Compare/contrast these texts and previous/outside readings on these specific aspects; bring in a visual image or soundtrack to highlight a point;
Pose a couple of questions based on the themes to elicit discussion.

Time allotted: **15 minutes maximum** (please observe time-limit). You are most welcome to consult me beforehand about the presentation, if you have any questions about organization and format. My suggestion is that the presentation be uninterrupted, followed by a general discussion; and that it lean more towards raising questions than summarizing the texts. If using electronic equipment, please arrive before class to set it up and have it ready to go.

Reminder: Sign up for the oral presentation as early in the semester as you can and make a note of this event in your diary. You are responsible for remembering the date. If you have to cancel a scheduled presentation, please let me know well in advance. You must reschedule but are allowed to do so only once, if there are available dates remaining.

Participation in class discussion as a moderator or participant, in the online forum, and in oral presentations, is extremely important. One suggestion is to write comments/questions in your notebook while reading and/or consulting past class notes.

CONFERENCES: I value individual conferences highly and encourage them since, for all of the above, frequent communication is necessary. My office hours are printed at the head of this information sheet and at the top of the syllabus sheet. Leave a note, with your telephone number, in my mailbox (or slip it under my office door), or e-mail me, or talk with me after class if you wish to make an appointment other than the times indicated, for any aspect of the class. I urge you to take advantage of this practice, especially because I take great pride in knowing you individually. Please time your appointments or questions with at least 24 hours notice. I am not available between Friday 5 p.m. and Monday 12 p.m.

Regular attendance is the basis of good performance on your part, and is an inspiration for me to work harder. I will make a record of your attendance. Remember, attendance also means punctuality, an important aspect of your presence as a member of the class. Reasonable accommodations are available for students with documented disabilities. Please see the attached grade-guide (page 5).

I have been asked by the relevant office to include the following statement in the syllabus and I am pleased to do so—I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with documented disabilities. The Associate Dean of Students, Lisa Landreman, will serve as the coordinator for services for students with disabilities. It is important to meet with her at the beginning of the semester to ensure that your accommodations are approved and in place to begin the semester successfully. The Associate Dean can be reached in the Office of Student Affairs, 119 Weyerhaeuser, by phone at 651-696-6220, or email llandrem@macalester.edu.

I WELCOME YOU AND I HOPE YOU ENJOY THIS COURSE!!

S. Sarker

Fall 2013

WGS 200
Guide to Grading

M 7-10 pm

For the **Forum**:

A for entries that raise thought-provoking questions, establish unique/interesting/significant connections to one's disciplinary interests, within/between texts, or to issues external to the class, maintain precision and clarity of thought, and provide succinct summaries of relevant ideas discussed.

B for entries that adequately summarize selected/relevant ideas from class-discussion, and establish a valid and straightforward connection to one's disciplinary interests.

C for entries that summarize ideas in a sketchy manner, leave connections unclear, and dwell on obvious details that are not stimulating in their significance.

A+	100 - 97
A	96 - 94
A-	93 - 91
A-/B+	90
B+	89 - 87
B	86 - 84
B-	83 - 81

B-/C+	80
C+	79 - 77
C	76 - 74
C-	71 - 73
C-/D+	70
D+	69 - 67
D	66 - 64
D-	63 - 61
F	60 and below

When averaging final grades, any number at the upper limit that carries a +0.5 value will be rounded to the next highest number at the discretion of the instructor—for instance, a final average of 89.5 could become 90, meaning a final grade of A-/B+ rather than a B+ (which is not bad in itself). That will give you some advantage and a lot of credit!

GRADE DISTRIBUTION FOR THE COURSE REQUIREMENTS:

Mini-essays	30%
Oral Presentation	20%
Forum	20%
Moderator	10%
Participation	10%
Attendance	10%

If you have any questions or suggestions, feel free to talk to me.

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WEEK 2

Monday, September 9 Introduction.

WEEK 3

Monday, September 16 FT, pp. 2-72; Trinh I and 2 (reserves); selections from *Colonize*

This!; discussion of presentations; PRACTICE MINI-ESSAY.

WEEK 4

Monday, September 23 Discussion of previous readings contd.; FT, pp. 74-108; selection from *The Lesbian and Gay Studies Reader* (d'Emilio, reserve); discussion of mini-essays; PRESENTATION #1.

Tuesday, September 24 7pm, Weyerhauser Board Room: selections and discussion of films; review of past readings.

WEEK 5

Monday, September 30 FT, pp. 109-139; selections from *Men Speak Out* Part 1; MINI-ESSAY #1.

WEEK 6

Monday, October 7 Discussion of previous readings contd.; FT, pp. 142-168; selection from *The Lesbian and Gay Studies Reader* (Nanda, reserve); PRESENTATION #2.

WEEK 7

Monday, October 14 Discussion of previous readings contd.; FT, pp. 170-224; selections from *Men Speak Out* Part 2 (reserve); MINI-ESSAY #2.

WEEK 8

Monday, October 21 Discussion of previous readings contd.; FT, pp. 224-288; selections from Ratti and *The Routledge Queer Studies Reader* (Manalansan; reserve); PRESENTATION #3.

Tuesday, October 22 7pm, Weyerhauser Board Room: selections and discussion of films; review of past readings.

Friday, October 25 – Sunday, October 27 FALL BREAK

WEEK 9

Monday, October 28 Review of past readings; FT, pp. 289-340; selections from *Colonize This!* (reserve); selections from *from the inside out* (reserve); PRESENTATION #4.

WEEK 10

Monday, November 4 Discussion of previous readings; FT, pp. 342-415; selection from *The Routledge Queer Studies Reader* (Arondekar, reserve); PRESENTATION #5.

WEEK 11

Monday, November 11 Discussion of previous readings; FT, pp. 415-473; selections from *The Routledge Queer Studies Reader* (Cohen, reserve); MINI-ESSAY #3.

WEEK 12

Monday, November 18 Discussion of previous readings; FT, pp. 476-513; selections from *Third Wave Feminism*, Part I (reserve); selections from *The Transgender Studies Reader*, Part 1 (reserve); PRESENTATION #6.

WEEK 13

Monday, November 25 FT, pp. 514-569; selections from *Third Wave Feminism*, Part 2 (reserve); selections from *The Transgender Studies Reader*, Part 2 (reserve); MINI-ESSAY #4.

Fri, November 29—Sun, December 1 Thanksgiving Break

WEEKS 14 and 15 REVIEW.

Optional Mini-Essay Revisions DUE Thursday, December 12, by 5 p.m. through Macalester Email