Topics in LGBTQ Sexuality:
QUEER BODIES

Gender and Women’s Studies 340
T/Th 2:30-3:45
Sterling 1339
Spring, 2012

Prof. Ellen Samuels
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Office Hours: Wed. 12:00-2:00 and by appt.

Overview
This course is conceptualized in part as a response to Mia Mingus’s keynote speech at the Midwest Bisexual, Lesbian, Gay, Transgender Allies Campus Conference, held here in Madison in February, 2010. Mingus called for an intersectional queer politics which integrates dis/ability, race, and class with gender and sexuality. This course centralizes the intersection of queerness and dis/ability through various queer bodies which are also centrally inflected by race, class, geographical and national locations. We will read critical theory about queer bodies, as well as many narratives by people whose bodies have been marked or reclaimed as queer, non-normative, and transgressive. Students will learn a variety of ways to think critically and creatively about the politics of bodily experience, including how those politics have shaped their own embodied lives.

REQUIRED TEXTS:


Books have been ordered at A Room of One’s Own bookstore, 307 W. Johnson St., 257-7888.
All books are also on reserve at College Library (Helen C. White).

All other required course readings will be posted on Learn@UW under “Content” (LW)

COURSE REQUIREMENTS:

1) **Attendance:** Attendance in this class is required and essential for our community learning process. Each absence above three (3) per semester will result in a five (5) percentage point reduction of your semester grade (i.e. a 90% AB would become an 85% B). Lecture notes and powerpoint slides will not be posted online or shared. If you must miss class, please obtain notes from a classmate or meet with me to discuss what you missed.

   **Religious Holidays:** Absences from either lecture or section due to religious holidays will not be penalized. However, you must inform me at least two weeks in advance if you are missing a lecture or section for religious reasons, and you are responsible for finding out what happened in class that day and for turning in assignments.
2) **Participation:** You may earn participation points for coming to class well-prepared, engaging in a lively discussion of class topics, doing in-class writing assignments, responding thoughtfully and generously to your classmates, showing that you have completed all assigned readings, and visiting me in office hours. Participation grades begin at an 85 (B), and can be increased or decreased based on the criteria above.

3) **Discussion Posts (DUE: Weekly):** You will post a question or comment most weeks via Learn@UW. Instructions will be given in class. Discussion posts must be posted by 7 p.m. on Mondays as indicated on the syllabus, beginning Mon. Jan. 30 and ending Mon. Apr. 30, for a total of ten posts. Each post is worth 10 points out of a total of 100. Late posts receive 5 points.

4) **Critical Analysis Papers (DUE: Feb. 16 and Apr. 12):** Two 4-5 page papers critically analyzing course texts and ideas. Prompts and guidelines for these papers will be distributed.

5) **Presentation (Mar. 8, Mar. 27, or Apr. 19):** You will each make a brief (4-5 min.) presentation to the class which can be creative, critical, or a combination of both. I will explain presentations in more detail in class when we sign up for them. *On the day of your presentation, a 1-page write-up of your presentation is also due.*

6) **Final Project (DUE: May 10):** Either a critical paper of 6-7 pages, or a substantial creative project accompanied by a 3-4 page critical paper. We will discuss these in more detail after spring break.

If you are a graduate student, please see me after the first class to discuss your requirements for the course.

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<tr>
<th>Grade Breakdown:</th>
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<tr>
<td>Attendance:</td>
<td>A: 93-100</td>
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<td>Participation</td>
<td>AB: 88-92</td>
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<td>Discussion Posts:</td>
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<td>Presentation:</td>
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<td>Critical Analysis Paper #1</td>
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<td>Critical Analysis Paper #2</td>
<td>D: 60-69</td>
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<td>Final Project:</td>
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**COURSE POLICIES AND RESOURCES:**

1) **Classroom Conduct:** Please respect your fellow students’ right to a quiet and non-distracting learning environment. Cell phones, texting, Ipods, and other distractions of modern life are NOT allowed during class. If you use a laptop computer during class, you MAY NOT HAVE A WEB BROWSER OPEN AT ANY TIME. You may be asked to show your screen at any time, and if you are doing anything other than taking notes, your attendance will be zeroed for that day, and you will be banned from using a laptop in class.

2) **Emails and Office Hours:** I will endeavor to respond to emails within 48 hours of receipt. Please do not rely entirely upon email to communicate with me: Emails are fine for short questions, but to discuss papers and exams, it is necessary to meet in person. I welcome you to office hours, and suggest you plan ahead to make appointments for the busy weeks before deadlines. Questions about grades will only be discussed during office hours or appointments, not over email or before/after class.
3) **Late Paper Policy:** Papers turned in late will be penalized by five (5) percentage points for each 24-hour period after the due date. No late papers will be accepted more than one week after the due date.

4) **Academic Misconduct (Plagiarism and Cheating):** This class will strictly follow and enforce the university’s policies on academic misconduct. UWS 14.03 defines academic misconduct to include acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include but are not limited to:
   a. Cutting and pasting text from the web without quotation marks or proper citation.
   b. Paraphrasing from the web or written texts without crediting the source.
   c. Using notes in an exam when such use is not allowed.
   d. Using another person’s ideas, words, or research and presenting it as one’s own.
Complete information on academic misconduct is at [www.wisc.edu/students/saja/misconduct/academic_misconduct.html](http://www.wisc.edu/students/saja/misconduct/academic_misconduct.html).

5) **Writing Center:** For additional help with papers, visit the Writing Center at any stage during the writing process. Stop by 6171 Helen C. White, call for an appointment (263-1992), or consult the Center’s resources online at [www.wisc.edu/writing/](http://www.wisc.edu/writing/).

**Statement on Accessibility:**
It is very important to me to fully include all students with disabilities, chronic health issues, or learning differences in this course. Please let me know as early in the semester as possible if you need any accommodations in the curriculum, instruction, or evaluation procedures in order to enable you to participate fully. The McBurney Center can provide useful assistance and documentation. The syllabus and all course materials are available in large print or electronic formats on request.

**Statement on Grade Appeals:**
If you have questions about a grade, please speak first to me. If the question is not resolved, speak with the Chair, Jane Collins, or Associate Chair, Judith Houck. They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

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**COURSE SCHEDULE**

**WEEK 1**

**Jan 24:** **Course Introduction**
Film (in class): *When Billy Broke His Head, and Other Tales of Wonder*

**Jan. 26:** LW: Mia Mingus, “Keynote from the Midwest BGLTACC Conference.”

**WEEK 2**

**Jan. 30:** Discussion Post #1 Due on Learn@UW by 7 p.m.

**Jan. 31:** **Queer Bodies/Speaking Subjects**
Feb. 2: **THEORIZING QUEER BODIES**
LW: Alison Kafer, “Compulsory Bodies: Reflections on Heterosexuality and Able-bodiedness.”

**WEEK 3: OUR QUEER BODIES, OUR QUEER SELVES**

*Feb. 6: Discussion Post #2 Due on Learn@UW by 7 p.m.*

*Feb. 7: Audre Lorde, *Zami: A New Spelling of My Name*, 3-103*

*Feb. 9: Lorde, *Zami*, 103-256*

**WEEK 4**

*Feb. 14: In-Class Writing Workshop*

*Feb. 16: Critical Paper #1 Due*
Film (view in class): TBA.

**WEEK 5:**

*Feb. 20: Discussion Post #3 Due on Learn@UW by 7 p.m.*


LW: Cherrie Moraga, “La Ofrenda”*

**WEEK 6: QUEER ENFREAKMENT**

*Feb. 27: Discussion Post #4 Due on Learn@UW by 7 p.m.*

*Feb. 28: Clare, “Freaks and Queers” (81-118)

FWeek 7
Mar. 5: Discussion Post #5 Due on Learn@UW by 7 p.m.

LW: Stefanie Snider, “Fat Girls and Size Queens”
LW: D. Lacy Asbill, “I’m Allowed to Be a Sexual Being: The Distinctive Social Conditions of the Fat Burlesque Stage”

Mar. 8: Presentations, Round One

Week 8: Medicalization, Normalization, and “Cures”
Mar. 12: Discussion Post #6 Due on Learn@UW by 7 p.m.

Mar. 13: Clare, Exile, 119-142: “Reading Across the Grain.”
LW: T. Benjamin Singer, “From the Medical Gaze to Sublime Mutations.”


Week 9
Mar. 19: Discussion Post #7 Due on Learn@UW by 7 p.m.

Mar. 20: Terry Galloway, Mean Little Deaf Queer, ix-104

Mar. 22: Galloway, 105-228

Week 10
Mar. 27: Presentations, Round Two

Mar. 29: Catch-Up Day

Spring Break!

Week 11
Apr. 10: LW: Alison Kafer, “Debating Feminist Futures: Slippery Slopes, Cultural Anxiety, and the Case of the Deaf Lesbians”
Film (in class): Sound and Fury

Apr. 12: Critical Paper #2 Due
Finish Sound and Fury

Week 12
Apr. 16: Discussion Post #8 Due on Learn@UW by 7 p.m.
Apr. 17: Class Speakers: Alison Kafer and Susan Burch, “Deaf Studies meets Disability Studies”

April 17: EXTRA CREDIT: Attend talk by Alison Kafer, “Practicing Feminist/Queer/Crip.” 5:00 p.m. Wisconsin Institute for Discovery Town Center (corner of University and Randall Sts.)

Apr. 19: Presentations, Round Three

WEEK 13: PERFORMATIVITIES AND SELF-REPRESENTATION

Apr. 24: LW: Carrie Sandahl, “Queering the Crip, Crippling the Queer: Intersections of Queer and Crip Identities in Solo Autobiographical Performances.”

Apr. 26: No Class: Attend one of these two events:
**April 26: Screening and discussion of documentary, “The Paper Mirror,” with artist Riva Lehrer, time and location TBA.
**April 27: Talk by Carrie Sandahl and Riva Lehrer, “Story Problems: The Terror of Speaking for Our People,” 12:00 noon, location TBA.

*** Apr. 27: Discussion Post #9, on one of these two events, due on Learn@UW by 7 p.m.

WEEK 14: BODY MODIFICATION, TRANSGENDER, AND TRANSABLED IDENTITY

Apr. 30: Discussion Post #10 Due on Learn@UW by 7 p.m

May 1: LW: Dean Spade, “Mutilating Gender”
Films: (in class): Still/Black (excerpt), Diagnosing Difference (excerpt)
View in class: Loren Cameron, excerpts from Body Alchemy: Transsexual Portraits

May 4: LW: Bethany Stevens, “Interrogating Transability: A Catalyst to View Disability as Body Art”
Film (in class): Whole

WEEK 15
May 8: Transabled discussion continued.

May 10: Final Projects Due