

FMST 105 – Summer Session 1, 2015**Queer and Critical Race Feminisms****Professor Neda Atanasoski****Office:** 337 Humanities I**Mailbox:** 415 Humanities I (Interdisciplinary Studies Office)**Email:** atanasoski@ucsc.edu**Office Hours:** Mondays 4:30-6:30**Course Meets:** MW 1-4:30**Location:** Hum and Soc Sci 250**Course Description**

This course introduces students to women of color and queer of color theories and methods. By juxtaposing the conceptual rubrics of “queer,” “critical race,” and “feminist,” we will examine how race has been constituted through processes of sexualization and gendering, and how sexuality has been racialized, in support of historical and contemporary imperial projects.

This course is designed to familiarize you with important theories that represent some convergences of queer studies, critical race studies, and postcolonial studies. Sustained analysis of relevant theoretical and epistemological contributions is intended not only to enrich your understanding of these field formations, but also to help you:

- Read closely and thoughtfully and locate and engage with the authors’ arguments, as well as develop your own analyses of the texts and relevant exchanges.
- Gain a more nuanced and critical understanding of the intersections between race, gender, sexuality, and nation.
- Critically analyze how power relations become naturalized through a variety of discourses.

Required Texts

All texts will be posted as pdf files on the e-commons site for this class. You will find these under the resources tab listed according to the last name of the author as it appears on the syllabus. You must download and PRINT the articles on your own. You are required to bring the articles we are discussing to the class meetings.

You must check the e-commons site regularly for announcements, assignments, and any additional materials I post throughout the session. You can access this information online:

<https://ecommons.ucsc.edu/xsl-portal>

The site will provide you with a link to the course and instructions for logging in.

Course Requirements & Assignments

Attendance and Contribution: Attendance is mandatory. *If you are more than 10 minutes late to class, this will count as an absence. Arrive to class on time. If you are late to class more than twice, it will count as an absence. After 1 absence, your overall grade will drop by one full letter grade for each subsequent absence.* Media screened and analyzed in class will often only be available in class, and discussion is central to the course. For this reason, participation constitutes a significant percentage of student evaluation. ***Come prepared having read all of the readings listed next to the course date. Late assignments will not be accepted.***

Written Assignments: Each formal paper must be typed (Times New Roman, 12-point font, double-spaced with 1" margins), carefully proofread, spell-checked, and stapled. You must submit hard copies of your papers – paper assignments sent via email will not be accepted. Assignments are due at the beginning of class, and late papers will not be accepted without prior approval.

I. Reading Journal (20%)

Instructions: You will start keeping a reading journal the first week of class. These journals are an opportunity to make sense of the readings, respond to them, and develop analyses of the issues covered in the course. Your journals will be collected at the start of each class, and randomly selected students will be called on to share their reading logs each class period.

Make sure to date your entries. Spend about half a page summarizing the main arguments of each article for the day in your own words. These summaries can be bullet pointed. Then, in an additional half or full page, respond to the text by connecting the readings to one another and to prior in-class discussions. This second portion represents your reactions to and analyses of the authors' arguments. You may consider questions that are raised in the readings; you should not simply pose the questions but, rather, respond to them.

Note: On days when there is just one reading assigned, your entry may be a bit shorter.

II. Reading Groups (20%)

Instructions: Groups of 3-4 students will meet once per week in class to conduct in-depth discussions of the readings and class discussions. Throughout the quarter, you will compile a list of key terms and concepts that are most interesting/important/compelling/provocative to you. Each week, you will choose one concept, theme, or keyword that the readings have in common, and then address how each reading approaches the concept, theme, or question differently. How are these terms important to queer of color and women of color theorizing? Do the authors agree or disagree about the definition and scope of the terms or concepts? Then, come up with a working definition of the keyword/concept or approach to a theme/question in your own words.

In addition to discussing these questions in relation to the readings, you must find at least

one example from culture, politics, or current events that relates to the readings. These examples will help you prepare for your conference panels at the end of the quarter. As a group, discuss how the example either fits or challenges the key concepts or themes addressed by the readings.

Each group must prepare and submit to me a one-page typed report of your weekly meetings by Friday evening of a given week. Be sure to include a link (if video, news article, image) or copy of the example you have discussed. Each report should cc the other members of the group, and include the names of group members participating and the date. At the end of the quarter, you will print out these responses and example links/images, and turn them in as a portfolio with a title page and group member names. You will also separately submit evaluations of your fellow group members (instructions will follow). This process will ensure that work is evenly distributed among group members. The portfolio will also be a starting point for your group to organize a conference panel in week 5.

III. Take-home midterm (20%)

Instructions: You will write short answer responses to prompts that ask you to connect two or more readings with important course concepts. You will be allowed to cut and paste from your journal entries, so be sure to take good notes as you read in preparation for this assessment.

IV. Conference Presentation and Final Paper (25%)

Instructions: You will write a 5-7 page conference paper on a chosen topic and give a 5 minute presentation with your group during our in-class conference. With this assignment, you will apply and extend tools and concepts acquired throughout the course. You will be required to bring additional articles or materials (e.g., newspaper articles, visual media, or objects) into your analysis. You will choose a group topic with your reading group and you will each branch out into individual focuses related to that topic. Each member of the group will write their own 5-7 page conference paper and provide a 5 minute presentation at the conference. The grade for this assignment will be equally weighed between the presentation and the paper.

V. Participation (15%)

Instructions: You will be expected to participate in class discussions and engage with ideas and questions posed by your instructor and classmates, as well as raise your own questions that reflect thoughtful consideration of the course material.

NOTE: *There MAY be 2-3 unannounced quizzes throughout the quarter (depending on how our discussions go). These are to ensure that you are keeping up with the reading, and will count as part of your participation grade. If you are absent, they cannot be rescheduled.*

Course Policies

All mobile phones must be put away during class time – no texting during class, please. If you must use your phone, leave the classroom. (For some assignments, you will

be able to use your computers/tablets, but you must be instructed to do so). Remember to always be respectful of others, to arrive on time, and to not talk during class-time or film screenings.

Assignment Deadlines: Unless you have a valid excuse verified by appropriate *official* documentation, late assignments will be penalized by a drop in one letter grade each day that the assignment is past due. Quizzes cannot be rescheduled. Make sure to save your work frequently and in multiple formats to ensure that you do not lose your work.

Email: Only email me in cases of emergency or if you need to schedule an appointment. Please allow at least 24hrs for me to respond to your message. In order to discuss lengthier questions about quizzes, midterms, and project ideas, please stop by my office hours or arrange an appointment with me. You can also speak to me after class if you have a brief question. *I will not read drafts of written work or discuss grades by email.*

Problems/Concerns: I encourage you to inform me about any special circumstances that will affect your participation in the course. I am committed to helping you benefit from the lectures and assignments in any way that I can. In addition to speaking with me, if you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Resource Center, 146 Hahn Student Services, (831) 459-2089, drc@ucsc.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. For procedures and information go to the following web site:

http://www2.ucsc.edu/drc/current_students/

Plagiarism: The University does not tolerate plagiarism or any form of cheating during in-class exams (see <http://nettrail.ucsc.edu/> - Section XI, Info Ethics). Be aware that plagiarism is academic theft. Never use an author's words/ideas without giving the author proper credit through citation. You must cite your sources not only for direct quotations, but also for paraphrasing and summarizing another work in your own words, as well as for information or knowledge that is not considered to be common knowledge. Please refer to the University policy on academic honesty for more information.

*Style guides such as the MLA guide for proper citation methods are available through the UCSC Library's Citation Style Guides:

<http://library.ucsc.edu/science/instruction/CitingSources.pdf>

<http://library.ucsc.edu/science/sciref.html>

http://library.ucsc.edu/ref/howto/mla_citations.html

SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: Keywords and Concepts: Queer, Race, Feminism

M, June 22

Keywords:

Somerville, “Queer”; Ferguson, “Race”

W, June 24

Read:

*Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy”

*Barbara Christian, “The Race for Theory”

*Evelynn Hammonds, “Black (W)holes and the geometry of Black female sexuality”

Screen in class: *Watermelon Woman* (1996)

Week 2: Queering the Nation

M, June 29

Read:

*Lisa Lowe, “Introduction” to *Immigrant Acts*

*Gloria Anzaldúa, *Borderlands/La Frontera*, 1-22

*Siobahn Somerville, “Notes Toward a Queer History of Naturalization”

*Eithne Luibheid, “Sexuality, Migration, and the Shifting Line Between Legal and Illegal”

Assign Reading Groups – First Group Discussion

Assign Current Events Activity

W, July 1

Read:

*Chandan Reddy, “Immigration, Sexuality, and the Subject of Human Rights”

Current Events Activity

Week 3: From Nationalism to Homonationalism

M, July 6

Read:

*Lisa Duggan, selections from *The Twilight of Equality?*

*Chandan Reddy, “The Politics of Gay Marriage in an Era of Racial Transformation”

*Jasbir Puar, “Homonationalism as Assemblage: Viral Travels, Affective Sexualities”

Second Reading Group Discussion

Handout: Midterm Exam (Due IN CLASS on Weds. Jul 8)

W, July 8

DUE: Take home midterm

These are due at the START of class. They will not be accepted as late assignments or at the end of class.

Read:

*Scott Morgensen, “Settler Homonationalism: Theorizing Settler Colonialism Within Queer Modernities”

Screen in class: *Saving Face* (2004)

Week 4: Queer Diasporas and Strange Affinities

M, July 13

Read:

*Indrapal Grewal and Caren Kaplan “Global Identities: Theorizing Transnational Studies of Sexuality”

*Omise'eke Natasha Tinsley, “Black Atlantic, Queer Atlantic”

*Martin Manalansan “Queer Worldings: The Messy Art of Being Global in Manila and New York”

Third Reading Group Discussion

W July 15

Read:

*Roderick Ferguson and Grace Hong, “Introduction,” *Strange Affinities*

Reading group meeting to discuss conference themes. The Friday report should be longer and include a description of the theme, question, or concept you have chosen.

Week 5: Conclusions

M, July 20

Conference presentations (no more than 5 minutes per student presenter)

W, July 22

Conclusions/Wrap up

DUE: 5-7 page final paper based on your conference presentation.