Course Syllabus Draft (Subject to Change)

**Foundations in Gender Studies II**

Winter 2017-18

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Office Hours: Tue 5:15-6:45, Wed 1:15-3:15, Thurs 5:15-5:45

Building on the FGS I, this course explores major contributions in feminist scholarship after the first and second waves of feminism. In this course, we will discuss the feminist inquiries that emerge from questioning the universal category of “woman,” tracing the multiple (and sometimes conflicting) approaches to gender and sexual difference, relations of power, agency, embodiment, and postcolonial and neoliberal conditions. In this light, the curriculum is designed to address the potential and challenges in feminist engagements with poststructuralist theories, psychoanalysis, postcolonial criticism, and new materialist discourses. This course also invites reflections on the investment in *theory* in the context of transnational knowledge production, beyond the binary opposition to *praxis*.

**Course Requirements and Assessment**

1. Participation and Attendance (25%): This is a discussion-based course, and therefore your active and responsible participation is crucial. Please attend each class ready to ask questions and share thoughts, having closely read the assigned texts. Some of these texts will be very challenging and might require multiple readings. Curiosity, humility, generosity, respect, and risk-taking are expected for our collective learning. Please arrive on time. Attendance is mandatory, and absences due to medical problems must be officially documented. Missing a class without an official document will negatively affect your grade, and missing more than three classes could result in failing the course. Frequent tardiness will negatively affect your grade.
* Discussion Leading: Each week, we will have a 20-minute small group discussion divided into three groups. And each of you’ll be asked to lead a small group discussion twice during the semester. The role of the discussion leader is to facilitate the group conversation and report it back to the whole class at the end of the group discussion. The leader does not need to prepare a set of discussion questions for this purpose, but more focused reading on the given text will definitely help her to better facilitate and present the result of the discussion.
1. Analytic Response Papers (75%): You are asked to write three analytic response papers on the weekly readings, *at least one each for the three parts of the course*. An AR paper is 500-600 words long, and should be posted on the course e-learning site by 11:59pm *on the day before* the relevant class. The primary goal of an AR paper is to develop your own analysis based on close reading of and theoretical engagement with the chosen texts. These papers will also help you to prepare for class discussion, and may be shared with the class. Please read the detailed guidelines for analytic response papers.

**Course Policies and Logistics**

1. Please turn off or silence all cell phones before class begins (vibration-mode does *not* constitute turning off). I also have a no-laptop, no-cell phone, no-recording policy during class discussions, so that we can fully engage with and pay attention to other participants. You may use tablets *only to refer to the course materials*, but please turn off the Internet connection in class. However, if you need a laptop (or any other device) for disability-related or other meaningful reasons, you’re welcome to use it; just let me know in advance.
2. Everyone is encouraged to visit my office hours to go over classroom discussions, assignments, and any other thoughts you might have related to the course. To reserve a time slot during my office hours, use the sign-up sheet on my office door without prior communication. Open time slots are available for drop-ins during the office hours. If you have conflicting class schedule with my regular office hours, please send me an e-mail to set an appointment.
3. I’ll be communicating with you by e-mail during the term, and you’re responsible for knowing what is in those emails. When you write me an email, please use the subject line followed by “[FGS II]”
4. If you have any disability-related needs, please discuss them with me ASAP. Access needs can be shared with the class without shame. We, as a learning community, will try to support each other’s access needs.

**Learning Outcomes:**

After taking the course, students should have a solid knowledge of the major theoretical strands after the first and the second waves of feminism. Students will also develop their skills in critical and analytic reading, writing, and verbal presentation.

**Weekly Schedule**

**Part I. Poststructuralist thoughts, Psychoanalysis, and Feminism**

**Week 1**

Michel Foucault, “The West and the Truth of Sex,” *Substance* Vol. 6/7, No 20 (1978): 5-8

Jana Sawicki, “Foucault and Feminism,” *Hypathia* Vol.1, No. 2 (1986): 23-36.

* Discussion leaders:

**Week 2**

Hélène Cixous, “The Laugh of the Medusa,” *Sings* Vol.1, No. 4 (1976): 875-93.

More materials on psychoanalytic feminism and French feminism TBA

* Discussion leaders:

**Week 3**

Judith Butler, “Critically Queer,” *GLQ* Vol. 1, No. 1 (1993): 17-32.

* Discussion leaders:

Discussion on films *Paris is Burning* (1990) and Wu Tsang’s response piece (Film Screening Schedule TBA).

**Part II. Postcolonialism and Postsecularism**

**Week 4.**

Gloria Anzaldua, Borderlands/La Frontera (San Francisco: Aunt Lunt Books, 1987), excerpts.

* Discussion leaders:

**Week 5**

Gayatri Spivak, “Can the Subaltern Speak?,” in Cary Nelson and Lawrence Grossberg eds. *Marxism and the Interpretation of Culture* (Basingstronke: MacMillan Education, 1988), excerpts.

* Discussion leaders:

**Week 6**

Saba Mahmood, “Feminist Theory, Embodiment, and the Docile Agent: Some Reflections on the Egyptian Islamic Revival,” *Cultural Anthropology* Vol. 16, No. 2 (2001): 202-36.

* Discussion leaders:

**III. Rethinking Matter, Embodiment, and Affect**

**Week 7**

Donna Haraway: “A Cyborg Manifesto: Science Technology, and Socialist-Feminism in the Late Twentieth Century,” in *Simians, Cyborgs, and Women* (New York: Routledge, 1991).

* Discussion leaders:

**Week 8**

Jane Bennet, “The Force of Things: Step Toward an Ecology of Matter,” *Political Theory* Vol. 32, no. 3 (2004): 347-72.

* Discussion leaders:

**Week 9**

Elizabeth Wilson, “The Brain in the Gut,” in Psychosomatic (Durham: Duke University Press, 2004).

* Discussion leaders:

**Week 10** National Holiday, No Class

**Week 11**

José Esteban Muñoz, “Introduction: Feeling Utopia,” in *Cruising Utopia* (New York: New York University Press, 2009).

* Discussion leaders:

**Week 12**

Course Wrap-up. Class Activity TBA