

QUEER BODIES/QUEER BODYMINDS

Gender and Women's Studies 343
M/W 2:30-3:45
Sterling 1333
Fall, 2017

Prof. Ellen Samuels
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Office Hours: Wed. 12-1:30 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 bodyminds which are also 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 and minds 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:

Eli Clare. *Brilliant Imperfection: Grappling with Cure*. Duke, 2017.

Ellen Forney. *Marbles: Mania, Depression, Michelangelo, and Me*. Gotham, 2012.

Terry Galloway. *Mean Little deaf Queer*. Beacon Press, 2009.

Leah Lakshmi Piepzna-Samarasinha. *Dirty River: A Queer Femme of Color Dreaming Her Way Home*. Arsenal Pulp Press, 2015.

Dawn Prince-Hughes. *Songs of the Gorilla Nation: My Journey Through Autism*. Harmony Books, 2004.

RECOMMENDED TEXT:

Aurora Levins Morales. *Kindling: Writings on the Body*. Palabrera Press, 2013.

Books have been ordered at A Room of One's Own bookstore, 15 W. Gorham St. (off State), 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) **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 10 p.m. on Wednesdays as indicated on the syllabus, beginning Wed. Sep. 12 and ending Wed. Dec.

5, for a total of twelve (12) posts. Each post is worth 10 points out of a total of 120. Late posts receive 5 points.

- 2) **Critical Analysis Papers (DUE: Sep. 27 and Nov. 15):** Two 4-5 page papers critically analyzing course texts and ideas. Prompts and guidelines for these papers will be distributed.
- 3) **Final Project (DUE: Dec. 13):** Either a critical paper of 5-6 pages, or a substantial creative project accompanied by a 2-3 page critical paper. We will discuss these in more detail in class and guidelines will be distributed.
- 4) **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.
- 5) **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). You must attend at least 50% of classes to receive a passing grade. 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 due to religious holidays will not be penalized. However, you must inform me in advance if you are missing class for religious reasons, and you are responsible for turning in assignments in advance.

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

Grade Breakdown:	
Participation	15%
Discussion Posts	15%
Critical Analysis Paper #1	20%
Critical Analysis Paper #2	20%
Final Project	30%

Grading Scale:	
A:	93-100
AB:	88-92
B:	83-87
BC:	78-82
C:	70-77
D:	60-69

COURSE POLICIES AND RESOURCES:

- 1) **Classroom Conduct:** Please respect your fellow students' right to a quiet and non-distracting learning environment. Cell phones must be silenced and put away during class. If you use a laptop computer or tablet during class, you must not be on the web, IM, social media, email, etc. Use your computer or tablet only to take notes and/or access course readings. Turning off wifi during class is a good way to make sure you follow this requirement and avoid distraction, both for you and your fellow students.
- 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.
- 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/.

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, Aili Tripp. They will attempt to resolve the issue informally and inform you of the Appeals Procedures if no resolution is reached informally.

COURSE SCHEDULE

WEEK 1

Sep. 6: Introductions

WEEK 2 QUEER/CRIP BODYMINDS

Sep. 11: LW: Mia Mingus, "Keynote from the 2010 Midwest BGLTACC Conference"
 LW/*Kindling*: "Listen, Speak" (165-168)
 LW: Ngọc Loan Trần, "[Disabling the QTPoC Future: Creating and Holding Space for Disabled Queers of Color](#)" (Black Girl Dangerous)
 Film (view in class): *Sins Invalid* (2015, 33 min)

Sep. 12: Discussion Post #1 Due on Learn@UW by 10 p.m.

Sep. 13: LW: Alison Kafer, Introduction, *Feminist Queer Crip*
LW: Sami Schalk, [“Coming to Claim Crip: Disidentification With/in Disability Studies”](#)

WEEK 3 TELLING QUEER BODY-STORIES

Sep. 18: Galloway, *Mean Little deaf Queer*, ix-104

Sep. 19: Discussion Post #2 Due on Learn@UW by 10 p.m.

Sep. 20: Galloway, *Mean Little deaf Queer*, 105-228

WEEK 4 THEORIZING QUEER BODY-STORIES

Sep. 25: LW: Robert McRuer, “Compulsory Able-Bodiedness and Queer/Disabled Existence”

LW: Carrie Sandahl, “Queering the Crip, Crippling the Queer”

Sep. 26: Discussion Post #3 Due on Learn@UW by 10 p.m.

SEP. 27: **CRITICAL PAPER 1 DUE
View video in class: Piepzna-Samarasinha performance from *Sins Invalid*

WEEK 5 TELLING QUEER BODY-STORIES II

Oct 2: Piepzna-Samarasinha, *Dirty River*, 5-132

Oct. 3: Discussion Post #4 Due on Learn@UW by 10 p.m.

Oct. 4: Piepzna-Samarasinha, *Dirty River*, 135-231

WEEK 6 QUEERING CHRONIC ILLNESS

Oct. 9: LW: Piepzna-Samarasinha, selected poems
LW/*Kindling*: “Patients” (57-59), “Stroke: A Dance Performance” (81-86),
“Exoskeleton” (159-162)

Oct. 10: Discussion Post #5 Due on Learn@UW by 10 p.m.

Oct. 11: LW/*Kindling*: “Kindling” (31-35), “Night Vigil” (49-52), “Burnt Light” (53-56)
“Coming Out Sick” (87-92)
LW: Willy Wilkinson, “Stealth”

WEEK 7 QUEER/CRIP OF COLOR CRITIQUE

Oct. 16: LW: Gloria Anzaldúa, excerpt from *Borderlands/La Frontera*
LW/*Kindling*: “Mountains Moving” 3-11; “Healing Justice” 37-45

Oct. 17: Discussion Post #6 Due on Learn@UW by 10 p.m.

Oct. 18: LW: Audre Lorde, "A Burst of Light: Living with Cancer"
LW: Jina B. Kim, ["Toward a Crip-of-Color Critique"](#)

WEEK 8 QUEERING CURE

Oct. 23: Clare, *Brilliant Imperfection*, 1-65

Oct. 24: Discussion Post #7 Due on Learn@UW by 10 p.m.

Oct. 25: Clare, *Brilliant Imperfection*, 69-125
LW/ *Kindling*: "Today I Ran" (147-152)
Watch in class : Terry Galloway on cochlear implants

WEEK 9 QUEERING AND TRANSING CURE

Oct. 30: No class meeting.
Film (watch online through Learn@UW): *Diagnosing Difference* (2009, 60 min.)

Oct. 31: Discussion Post #8 Due on Learn@UW by 10 p.m.

Nov. 1: Clare, *Brilliant Imperfection*, 129-189
LW: Amets Sues, Karine Espineira, Pau Crego Walters, "Depathologization"; Jasbir K. Puar, "Disability"; micha cárdenas, "Sick" from *Transgender Studies Quarterly* Keywords issue.

Watch in class: excerpt from *Still/Black* (2008)

WEEK 10 QUEERING MINDS

Nov. 6: Prince-Hughes, *Songs of the Gorilla Nation*, 1-88 (Introduction + Part 1)

Nov. 7: Discussion Post #9 Due on Learn@UW by 10 p.m.

Nov. 8: Prince-Hughes, *Songs of the Gorilla Nation*, 89-162 (Part 2)

WEEK 11 QUEERING AUTISM

Nov. 13: Prince-Hughes, *Songs of the Gorilla Nation*, 163-224 (Part 3 + Epilogue)

Nov. 14: Discussion Post #10 Due on Learn@UW by 10 p.m.

Nov. 15: **CRITICAL PAPER 2 DUE
Watch in class: Mel Baggs, ["In My Language"](#); Melanie Yergeau, ["I Stim Therefore I Am"](#)

WEEK 12

Nov. 20: LW: Alyssa Hillary, “The Erasure of Queer Autistic People”; excerpts from *All the Weight of Our Dreams: On Living Racialized Autism*

Nov. 22: Catch-up Day

Thanksgiving Break!

WEEK 13 QUEERING MINDS II

Nov. 27: Forney, *Marbles*, 1-73

Nov. 28: Discussion Post #11 Due on Learn@UW by 10 p.m.

Nov. 29: Forney, *Marbles*, 77-178

WEEK 14

Dec. 4: Forney, *Marbles*, 181-237

Dec. 5: Discussion Post #12 Due on Learn@UW by 10 p.m.

Dec. 6: Final Project Workshop

WEEK 15

Dec. 11: Wrap-up Discussion
[“Be The Change: Six Disabled Activists on Why the Resistance Movement Must be Accessible”](#) (Autostraddle)

Dec 13: FINAL PROJECTS DUE
Optional Final Project Presentations