SYLLABUS
WGSST 8840
Representing Multiracial Feminisms: The Aesthetics and Ethics of Digital/Visual/Print Cultures
Autumn 2013
11:15am-2:00pm, University Hall 286A

- Professor Lynn Itagaki
- Office: 522 Denney Hall, 5th floor, north corridor
- Office Hours: Mondays and Wednesdays 4-5:30pm and other days and times by appt. Sometimes committee meetings arise and I need to move my hours. I will announce any changes in class.
- Mailbox: Department of English, 421 Denney Hall (the box above Itagaki)
- E-mail: itagaki.5@osu.edu. Email is the best way to reach me.
- Course website on Carmen: https://carmen.osu.edu/
- University Escort Service: available after 6pm, 292-3322.
- This syllabus may be amended by announcements in class, over email and on Carmen. Check your email and Carmen online announcements before class and come to class on time.

University Documented Disabilities:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your needs. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; OSU Office for Disability Services Web Site: http://www.ods.ohio-state.edu/ This office coordinates reasonable accommodations for students with documented disabilities.

Course Description:
What are the aesthetics and ethics of comparative racialization and multiracial feminism in the contemporary moment? This course will be driven by two trajectories: on one hand, consider developments in third wave feminism in which feminist studies has both spearheaded the critique of and been entangled in its own US-/Euro-centric, racial, class, and heteronormative biases; on the other, how multiracial feminist theories might address the recent philosophical turn toward biopolitics. Intersecting with queer theory and women of color, Third World, and transnational feminisms, multiracial feminist theory continues to grapple with difference and the social and cultural construction of gender but emphasizes a larger matrix of subordination in terms of postcolonial, neoimperial, racialized, sexualized, and dis/abled subjects. We will examine the foundational concepts and methodologies to multiracial feminist theory such as intersectionality and relationality and more recent ones such as assemblage. The seminar explores common features of multiracial feminisms: listening, recognition, belonging, witnessing, and love and how these concepts speak to current conversations in governmentality and human rights.
**Course Objectives:**
- To examine how academics, artists, filmmakers, and writers theorize the material conditions of racialized and gendered inequality and a more democratic future;
- To explore how to write about the intersections between culture and politics
- To develop and refine scholarly argumentation to the level of publication quality.

**Required Texts:**
SBX Bookstore:


Carmen (print out and bring to class)

**Recommended:**
Gillian Rose, *Visual Methodologies* 2nd ed.
Amelia Jones, *Feminism and Visual Culture Reader* 2nd ed.
*MLA Handbook for Writers of Research Papers*
Richard Lanham, *Revising Prose*

**For Reference:**
Madan Sarup, *An Introductory Guide to Post-Structuralism and Postmodernism*
Groden and Kreiswirth, eds. *The Johns Hopkins Guide to Literary Theory & Criticism*
Jonathan Culler, *Literary Theory*

**Course Requirements:**

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<tr>
<th>Requirement</th>
<th>Weight</th>
<th>Description</th>
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<tbody>
<tr>
<td>Website postings</td>
<td>5%</td>
<td>5 250 words, posted Monday by 9am on Carmen discussion board, 1% each</td>
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<tr>
<td>Discussion leading</td>
<td>10%</td>
<td>Provide 5 discussion questions posted the Saturday before the class meeting at noon, lead discussion for one class meeting</td>
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<tr>
<td>Academic Book Review</td>
<td>10%</td>
<td>1000 word book review (3-4 pages)</td>
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<tr>
<td>Abstract and Annotated bibliography</td>
<td>5%</td>
<td>Provide 500-word abstract for final paper and 5 citations with 2-3 sentences each for bibliography</td>
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<tr>
<td>Paper presentation</td>
<td>5%</td>
<td>12-minute presentation on final paper</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
<td>20 pages, at least 2 class readings and 10 external works cited</td>
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<tr>
<td>Collaborative Journal</td>
<td>5%</td>
<td>Provide overview and notes on one class discussion</td>
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<tr>
<td>Attendance and write-up of 1 lecture</td>
<td>5%</td>
<td>250 word posting (in addition to 5 website postings) a week after attendance at a lecture on a topic related to the course</td>
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<tr>
<td>Participation</td>
<td>25%</td>
<td>Verbal contributions in class discussions</td>
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For S/U: Attendance in 8 classes, 1 collaborative journal, participation, 5 website postings on Carmen discussion board, lead discussion. These requirements are negotiable depending on the student’s research agenda and fairness to other S/U students. 

NOTE: I use +/- grading in this course.

For Letter grades: You must complete all assignments to receive a passing grade in the course.

Participation
  A: You make regular contributions to discussion. You encourage, expand or affirm others’ ideas, and your comments are succinct, original and thoughtful.
  B: You contribute once a week.
  C: You contribute occasionally.
  D: You make one or two comments during the semester.
  F: You attend but say nothing.

Participation is verbal interaction in class and is not synonymous with your attendance; everyone is expected to speak in class during discussions. You are required to respect the contributions of your peers. If you participate in a way that is aggressive, unnecessarily critical, continually interrupt others, ridicule others verbally or non-verbally (rolling your eyes, napping, talking out of turn, whispering, and snickering), you will be asked to leave the room and will receive an F for that day.

Absences
  • You will receive 2 excused absences regardless of the reason.
  • After 4 absences (including excused), you will receive an automatic F for participation.
    There are no exceptions.
  • It is imperative to let me know extenuating circumstances before, rather than after class meetings or deadlines.

Preparing for class
All reading assignments are to be completed by the date noted on the syllabus. Based on the assigned readings and web postings, you should prepare 2-3 "thought" questions that can be used to launch our discussion and begin your thinking about future paper. Ask "how" and "why" questions that generate multiple and contradictory answers and begin thinking where you stand on these controversial issues and why. For example, your questions could address the author's clarity, content, and possible contradictions in the text. While you do not necessarily need to formulate an answer to the question posed, you should be able to convey some broad thoughts. In order to facilitate participation in class discussion, I highly recommend taking notes on the reading. Careful, thoughtful reading and written synthesis will contribute to developing your analytical skills and improving your writing.

Suggestions for writing and presenting critiques of a text, an essay, novel or your fellow student’s final paper:
Keep a reading journal that notes your questions in response to the readings. It is helpful for discussion, writing your papers and comprehension of the material.
1) [For presentations] Give a brief biographical background of the author, a brief synopsis of major works, and major critical and philosophical traditions or influences.

2) Argument: What is the main argument or purpose of this text? Make the best case for the author. Learn to read and listen critically and empathetically.

3) Data/Evidence: What data/evidence does the author provide to support the argument? In literature, what literary devices are used to sway your opinion (eg, characters, tone, metaphors)?

4) Interesting: What interested you about this reading and why? Think about the reading in relation to your past experiences and understanding. How does this reading shape your viewpoint?

5) [for prose essays] Critical analysis: This is your view of how the author’s case could be made better. The key to critical thinking is calling into question the assumptions, arguments, inferences, and reliability of the evidence presented in the reading. While reading the material, what assumptions has the author made?

6) Suggest more effective alternatives to the author’s position; propose additional examples.

7) Think about how the readings each week and between weeks support or contradict each other on important issues.

8) [for prose essays] Present your views concisely. Remember try to engage in conversation rather than debate; listen and learn from the author by acknowledging strong portions of their argument.

Postings
1) Informal original ideas and responses to the weekly readings (see above);
2) Provocative ideas and opinions;
3) To get credit for your postings, post by Monday 9am;
4) After three postings, subsequent postings should respond to the ideas in previous postings at least partially.

Class Discussion Leading
Each student will be required to lead a discussion session. Provide 5 questions for discussion on Carmen the Saturday noon before your session. Your discussion and questions should help us to think about the strengths, weaknesses, and applications of the readings. The discussion should include how the authors speak to one another and how these works relate to other works we have read in the course. You might also expand our discussion by relating these readings to your own research interests. Please do not provide a detailed summary of the readings; your colleagues have read the material. Let’s talk in office hours or by appointment if you are having difficulties with the readings.

Book Review
Choose a scholarly book published within the last 10 years (2 years if you’d like to submit your review for publication) that either addresses ethics, multiracial feminism, identity theories, or biopolitics, its various modes and methodologies, or would have benefited from such an analysis (its modes or methodological tools). Write a 1000 word scholarly book review. Please refer to the book review handout by Wendy Belcher on Carmen.
Collaborative Journal (Sign up first week of class)

Class discussion is the laboratory of ideas, but oftentimes its fast pace and ferment of intellectual activity can leave some important issues unaddressed or give them short shrift. This document of our collective learning serves as a permanent record of this ferment for our later research and rumination. Each meeting, at least one student will record class discussions. Think of provocative comments and interventions as well as general patterns and themes that emerge. Do not sign up to journal the week you are leading discussions. Journal entries are due the week following the discussion. Post your collaborative journal entries to Carmen.

Papers should be typed, double-spaced, in 12 pt. font, and with 1-inch margins. Pages should be numbered with your last name at the top right of each page. I do not accept folders or loose sheets of paper. Be sure to back up written work on disk.

Late papers lose one full letter grade for each weekday they are late. Papers over one week late will automatically receive an F. Please let me know before the paper deadline if you have a medical excuse (attach signed form to paper) or other extenuating circumstances that might require a late submission.

Plagiarism

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the University.

Plagiarism is defined as the use of another’s words or ideas, or a paraphrase of another’s work without proper attribution. Taking any idea you read in a book, on the internet, or your roommate’s paper from last year and presenting their ideas as your own constitutes plagiarism. Plagiarism via the internet is not only dishonest, it’s also liable to be caught. Paper assignments for this course do not match well with what’s available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself.

It is always better, safer, and easier to do your own work and cite your sources than to incur punishment for not doing so. Plagiarizing ideas is a serious matter, punishable with failure in the course, suspension, or expulsion from the University. I am required to report any acts of plagiarism to the Committee on Academic Misconduct and will do so without hesitation. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp.

If you have further questions or trouble with any of the assignments, consult A Pocket-Style Manual and/or please come and talk to me.

Office hours is a time devoted to discussing your ideas or writing on an individual basis. I would like to meet with you at least once this semester to evaluate your progress in the course. I often have department or program meetings on my non-teaching days and could easily arrange to see you outside of scheduled office hours.
**WGSST 8840: Course Schedule-At-A-Glance**  
**Autumn 2013**

- Readings should be completed before meeting  
- (CAR): available on CARMEN.  
  - **Print out and bring these texts to class.**  
- All assignments are due on Carmen dropbox by 4pm  
- This schedule may be amended by announcements in class and online. Check Carmen and your email daily and come to class on time.

**WEEK 1**  
**M 8/26** Introduction

**F 8/30** Posting: Introduce yourselves: what values, commitments, and life experiences have brought you to graduate school and this course? how will this course intersect with your research interests?

**WEEK 2**  
**M 9/2** LABOR DAY HOLIDAY  
**FILM Twilight**

**WEEK 3**  
**M 9/9** Smith, *Twilight; Thompson, “Is Race a Trope?”* (CAR); preface to *Fires in the Mirror* (CAR); preface to *Twilight*, 2003 Dramatists Play Service ed. (CAR); Phelan, “Broken Symmetries” (CAR); Cheng, *In Other Los Angeleses*, excerpt; (CAR)

**WEEK 4**  
**M 9/16** Thornton and Baca Zinn (CAR); Ferguson and Hong, Introduction to *Strange Affinities* (CAR); Martinez and Davis, “Coalition Building among People of Color (CAR); Luft, “Intersectionality and the Risk of Flattening Difference” (CAR); Thompson, “Listening and Its Asymmetries” (CAR);  
**F 9/20** Confirm book review selection via email or in office hours.

**WEEK 5**  
**M 9/23** NO CLASS—Assignment: Provide a link to a work of art you feel exemplifies any aspect of multiracial feminism; explain your selection on Carmen discussion board in terms of concepts in multiracial feminist theory we have discussed or will discuss (250 words).  
*Recommended reading:* *Visual Methodologies and Practices of Looking*

**F 9/27** Confirm book review selection via email or in office hours **by 4pm.**

**WEEK 6**  
**M 9/30** Anzaldua, excerpt (CAR); Lugones, *Pilgrimages/Peregrinajes*, selections (CAR); Sandoval, “US Third World Feminism,” (CAR); Carrillo-Rowe, “Be-Longing” (CAR); Segrest, “Of Soul and White Folks” (CAR)  
*T 10/1* “Beyond White Supremacy” bell hooks, Visiting Distinguished Professor in Women's, Gender & Sexuality Studies, 4pm, 131 Hitchcock Hall
F 10/4 Book review due by 4pm on Carmen Dropbox.

WEEK 7
M 10/7 GUEST SPEAKER bell hooks, Fulbeck, The Hapa Project; Sexton, Amalgamation Schemes, excerpt (CAR); Collins, Black Feminist Thought 2nd ed, excerpt (CAR)
*TH 10/10 Tania Modleski, "Women in Hitchcock's Blackmail," 4 pm, the Wexner Center

WEEK 8
M 10/14 Oliver, Witnessing, excerpt (CAR); Fraser, “Recognition or Redistribution?” (CAR); Hesford, Spectacular Rhetorics, excerpt (CAR); Sontag, Regarding the Pain of Others
*W 10/16 B. Ruby Rich, "New Queer Cinema," 4 pm, the Wexner Center

F 10/18 Annotated Bibliography due with 5 external citations on Carmen by 4pm

WEEK 9
M 10/21 GUEST SPEAKER Kim McKee, “‘Angry’ and ‘Angrier’: Adoptees Speak Back Online” (CAR); Ignacio, excerpt (CAR); Nakamura, excerpt (CAR); Eng, excerpt (CAR)

WEEK 10
M 10/28 Melamed, “Making Global Citizens” (CAR); Reddy, Introduction to Freedom with Violence (CAR); Foucault, “Society Must Be Defended”, excerpt (CAR)
F 11/1 500 word Abstract due on Carmen by 4pm

WEEK 11
M 11/4 Esposito, Terms of the Political: Community, Immunity, Biopolitics (CAR) Povinelli, Economies of Abandonment, excerpt (CAR)

WEEK 12
M 11/11 GUEST SPEAKER Taneem Hussain (CAR); Puar, Terrorist Assemblages, excerpt;

WEEK 13
M 11/18 Chen, Animacies
Final Project meetings

WEEK 14
M 11/25 NO CLASS- Final Project meetings
THANKSGIVING HOLIDAY

WEEK 15
M 12/2 Mini-conference presentations

M 12/9 Final paper due on Carmen dropbox