

WST 6508 Section 09B6
ADVANCED FEMINIST THEORY
SYLLABUS
Thurs 12:50-3:50

Instructor: Tace Hedrick
Office Hours: Tues 3-4:00; Thurs 11:30-12:30
Office: 302 Ustler (please do not leave messages at my office phone; the best way to reach me is by scheduling a meeting or on the email below)
Email: studentsp2018@gmail.com (Please do not use Canvas email)

- **Important: NO open laptops or phones on your desks.** Use paper books/essays for class discussion. If you have a Kindle or other platform **that does not connect to the general web**, you may use it in class.
- **I answer email once a day, usually** in the late morning. If you send an email after that, I will answer it the next day.

NOTE: This syllabus is subject to change.

Course Requirements: Response papers for two texts, your choice (please turn in to me); course proposal; annotated bibliography; one 15-20 page final paper. Final Paper: You should begin to think about these papers right away; if you see a text which you think you might write about on this syllabus, read it ahead of time so you can be thinking about it. I would prefer it if the final paper had something to do with your final master's or Ph.D. project, but that is not a requirement. See end of syllabus for details on requirements.

Required Texts:

Judith Butler, *Undoing Gender*

Jack Halberstam, *Trans: A Quick and Quirky Account of Gender Variability*

Jack Halberstam, *Female Masculinity*

Patricia Williams, *Alchemy of Race and Rights*

bell hooks, *Outlaw Culture: Resisting Representations*

Anna Tsing, *The Mushroom at the End of the World: On the Possibility of Life in Capitalist Ruins*

January

Th 11 Syllabus and "housekeeping"
Course Goals: theory as having "explanatory power"; helpful terms: **ideology, hegemony, white supremacy, patriarchy, capitalism.**

15 MLK Day

Th 18 Gayle Rubin, "The Traffic in Women: Notes on the 'Political Economy' of Sex."
(1975)
Lynn Margulis and Dorion Sagan, "Universe in Heat: Sexual Energy." 1997

Th 25 *Undoing Gender*
Judith Butler, "Performative Acts and Gender Constitution: An Essay in
Phenomenology and Feminist Theory"

February

T 1 *Undoing Gender*

T 8 *Trans*

T 15 *Female Masculinity*

T 22 *Female Masculinity*

March

T 1 "Mama's Baby, Papa's Maybe"
Alchemy of Race and Rights

3-10 Spring Break

T 15 *Alchemy of Race and Rights*

T 22 *The Mushroom at the End of the World*

T 29 *The Mushroom at the End of the World*

April

T 5 *Outlaw Culture: Resisting Representations*

T 12 *Outlaw Culture: Resisting Representations*
Final papers DUE

Th 19 Cathy J. Cohen, "Punks, Bulldaggers, and Welfare Queens: The Radical Potential
of Queer Politics?" (1997)

Class Policies

Students with disabilities: Please consult with me as soon as possible so that I can make appropriate accommodation for you.

Attendance: I allow two unexcused absences. This means that if you reach me with a good excuse either before or after the absence, I won't count it; but if you don't, I will count it. Three or more unexcused absences, up to five unexcused absences, will result in a one-grade diminution of your final grade. If you are absent for five or more class periods, you will receive a failing grade.

Course Requirements

Response papers: Each student will choose two texts for two responses. Each response paper must do the following things: 1) be able to summarize the main argument(s) and lay out at least one of the critical terms of the book/article 2) analyze the **explanatory value** of the text for feminist study in general.

All response papers must be posted to our group at the time they are due. We will use them to help us discuss these texts when we meet together.

Paper Proposal: One page, single-spaced. You will need a clear thesis statement (even mechanically, you can start it by saying, “This paper is about...”), two or three paragraphs that lay out why your argument is important, and how you will argue it, (“This argument is important because it...”; “I plan to use **blank** in order to show that...”). A clear conclusion.

Annotated Bibliography: 7 sources that are **central** to your research for this paper. You should briefly (in one paragraph) explain the main idea of each source, and **why** this source will be valuable for the paper.

Final Paper: Late papers cannot earn an A. Try to make your arguments as “thick” as you can—that is, do as much research as you can in order to make your points both convincing **and** interesting.