

Spring 8-15-2013

ENG 4775-001: Gender & Queer Literature and Criticism: Technology & Identity

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Gender & Queer Literature and Criticism: Technology & Identity
MWF, 10:00am – 10:50am, Coleman 3159

Dr. Ruben Quesada Office: Coleman 3562	Email: rmquesada@eiu.edu Hours: M 11:00 – 12:30, W 8:30 – 10:00
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READING:

Michel Foucault, *The Order of Things* (1966)
 ---, *The Archaeology of Knowledge & The Discourse on Language* (1969)
 ---, *The History of Sexuality, Vol. 1* (1976)
 Michele Aaron, *New Queer Cinema: A Critical Reader* (2004)
 Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (1990)
 Caryl Rivers & Rosalind C. Barnett, *The Truth About Girls and Boys: Challenging Toxic Stereotypes About Our Children* (2013)

REQUIREMENTS:

Final grades in this course will be calculated as follows:

Application papers (3 @ 10%).....	30%
Media Review (5 @ 3%).....	15%
Informative papers.....	15%
Digital Document.....	40%

Application Papers: For three of the books we cover this semester (you choose which three), you will need to write a 4- to 6-page application paper. In this paper, apply the ideas from the book to an analysis of something else: a literary work, film, political agenda or strategy, legal case, performance, art work, organization, or anything else you can think of. You don't have to try to cover the whole book: you can focus on the overall argument or one specific aspect. Please indicate at the top of the paper that you're writing an application paper. Due on the 1st of every month (Oct/Nov/Dec): Submit via email to rmquesada@eiu.edu. Subject: *Application Paper*.

Media Review: At the end of each week you will have the opportunity to examine, present, and discuss topical issues relevant to our readings (& course) that you've encountered or have researched through any mass media channel, e.g., radio, television, film, print, web articles, blogs, etc. Be prepared to speak for 6- to 8-minutes. You are responsible for presenting five times during the semester.

Informative Papers: Each week, beginning with Foucault, you are required to turn in a short informative paper (one single-spaced page) about the assigned reading for the week. No discussion or critique is possible without first understanding what the author is saying! Your paper will count as your preparation and participation grade for this course. Due at the start of class every Monday, except the first day of class and on University holidays when it will be due upon your return.

Digital Document: For this assignment, you are to elicit and record information, opinions and experiences that are unique to an individual or group affiliated with the queer community. Your final assignment for this class is to produce a 5- to 8- minute digital document (digital story or video essay) that offers insight into local (e.g., Charleston, Champaign, etc.) LGBTQ identity and/or community. You may draw on any of the books we've read in class for theoretical inspiration; you may also use other queer theorists or other books and articles by the authors we've read. But the core of your document should offer the viewer with insight into the local perspective. You may want to make this assignment an expansion of one of your application papers, or you may want to focus on something else entirely. You will be graded on SUBJECT, CONTENT, WRITING, and PRESENTATION. Come see me in office hours if you need ideas to get you started. Due via email Monday, December 9th 10AM to: rmquesada@eiu.edu. Subject: *Field Report*.

Outreach/Service: Approved extra-curricular activities related to our readings (& course) may take the place of at least one *Application paper* during the semester. Opportunities will be made available during the course.

Participation and Attendance: Your active participation is expected. This means taking notes and engaging. Merely being a warm body is not enough. We are each of us responsible for keeping the discussion lively and interesting. If you miss class, or even part of it, it is YOUR responsibility to find out what you missed from another student or to come up and ask me. I don't always remember who missed. I will not make my notes available to you. **You should endeavor not to miss class at all**, but two absences are reasonable. If you miss three classes, you lose 5% points. Miss four classes (\approx 10% of the course), you lose a letter grade. There are no exceptions. Use your absences wisely; preferably that week you will undoubtedly get the flu or a sinus infection. **Spotty attendance or chronic lateness will hurt your grade.**

Policy on Late Work: While I am a compassionate person by nature, I must be firm on this: late work is unacceptable. Things are due when specified.

Policy on Laptops and Other Electronic Devices: The temptation to browse, to check Facebook, to check in with friends and family, to multitask are great these days. For this, the only time you are permitted to have a laptop is to discuss poems and essays that were distributed digitally. Even then, I would prefer that you print out the material and bring it to class. I prefer you take notes by hand, but if for some reason you must type them, talk to me. I reserve the right to investigate what applications and websites you have open on your computer or your phone. This is a small, intimate course setting, and I consider it rude and disrespectful if your attention is elsewhere. Please turn off or silence your phone during class and put it away. If there is a reason why your phone might ring during class (your sister is in surgery, for example), please inform me before class.

Policy on Textbooks: You must bring your textbooks and other materials to class if we are scheduled to discuss something. If you don't have the text with you in class, then you aren't prepared for class, which will result in a half an absence.

Policy on Social Media: If you want to be my Facebook friend or follow me on Twitter, that is fine. Consider this the beginning of your transition from using social media purely for play and personal use to a more professional approach. Your professors aren't your friends; they are

mentors and supervisors. They write letters of introduction and recommendation. They are “connections” in the best possible sense of that word. As you prepare to enter the workforce, and especially if you want to be a professional writer, you must learn to separate private communication from public. It is incredibly unwise to “friend” your professors and then complain about classes, assignments, or specific professors, as if you are only talking to your close friends. Be aware of who is in your social network. Be appropriate.

Policy on Respect: We need to be respectful of one another. Among other things, this means that you are expected to listen respectfully to other students and me when we are speaking and to speak about the work of others with respect. This does not mean being dishonestly positive with commentary, but try to understand that we are all learning. Comments that might be taken by reasonable people to be insulting, especially in regards to gender, race, religion, age, and sexual preference, aren’t welcome here. There may be disagreements in class, but when these disagreements touch on issues of race, gender, religion, sexual orientation, etc., we need to be respectful of our differences, even as we are emphatic in our positions.

Student Support Services: EIU’s Office of Student Disability Services (OSDS) is committed to facilitating the provision of equal access and opportunity to all campus programs and services for students with disabilities. Contact the Coordinator of the Office of Disability Services (217-581-6583) as early in the term as possible if you have a documented disability and wish to receive academic accommodations.

Student Success Center: EIU’s Student Success Center provides comprehensive programs and holistic services designed to empower students and to connect them with the resources needed to achieve both academic and personal goals. To schedule a consulting appointment, please call 217-581-6696. All consulting appointments are in the Student Success Center, 1301 9th Street Hall.

Plagiarism Policy: Any teacher who discovers an act of plagiarism – ‘the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work’ (*Random House Dictionary of the English Language*) – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignments of a grade of **F** for the assigned essay and a grade of **F** for the course, and to report the incident to Student Standards. Respect for the work of others should encompass all formats, including print, electronic, and oral sources. Plagiarism means taking the words or ideas of another person and passing them off as your own. To avoid it, take special care when using outside sources (including Internet sites): if you incorporate such material into your work, you must follow MLA Guidelines. **Final action may result in permanent University expulsion.**

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SCHEDULE:

Week 1 – Part I: *New Queer Cinema & The Order of Things (OT)*

8/19 INTRO
8/21 Las Meninas (OT)
8/23 The prose of the world (OT)

Week 2 – Part II: *New Queer Cinema & The Order of Things (OT)*

8/26 Representing (OT)
8/28 Speaking (OT)
8/30 **MEDIA REVIEW**

Week 3 – Part III: *New Queer Cinema & The Order of Things (OT)*

9/2 **Labor Day – University Holiday**
9/4 Classifying (OT); Exchanging (OT)
9/6 **MEDIA REVIEW**

Week 4 – Part IV: *New Queer Cinema & The Order of Things (OT)*

9/9 The Limits of representation (OT)
9/11 Labour, life, language (OT)
9/13 **TBA**

Week 5 – *The Order of Things (OT)*

9/16 Man and his doubles (OT)
9/18 The human sciences (OT)
9/20 → September 19, 2013 at 6:00 pm, in the Lecture Hall of the Doudna Fine Arts Center. Poet **D. Nurkse**. <http://www.dnurkse.net/index.htm>.

Week 6 – *Gender Trouble (GT)*

9/23 Preface 90 & 99 (GT); Subjects of Sex/Gender/Desire (GT)
9/25 Prohibition, Psychoanalysis, and the Production of the Heterosexual Matrix (GT)
9/27 **MEDIA REVIEW**

Week 7 – *Gender Trouble (GT)*

9/30 Subversive Bodily Acts (GT); Conclusion: From Parody to Politics (GT)
10/2 **PDF** - Michael Warner, "Queer and Then?" (1 – 10)
10/4 **MEDIA REVIEW**

Week 8 – *The Archaeology of Knowledge (AK)*

- 10/7 Part I Introduction (AK)
- 10/9 Part II The Discursive Regularities (AK)
- 10/11 **Fall Break – University Holiday**

Week 9 – *The Archaeology of Knowledge (AK)*

- 10/14 Part III The Statement and the Archive (AK)
- 10/16 Part IV Archaeological Description (AK); Conclusion (AK)
- 10/18 **MEDIA REVIEW**

Week 10 – *The History of Sexuality, Vol. 1 (HS1)*

- 10/21 Part One (HS1); Part Two (HS1)
- 10/23 Part Three (HS1)
- 10/25 **MEDIA REVIEW**

Week 11 – *The History of Sexuality, Vol. 1 (HS1)*

- 10/28 Part Four (HS1)
- 10/30 Part Five (HS1)
- 11/1 **MEDIA REVIEW**

Week 12 – *The Truth About Girls and Boys (TGB)*

- 11/4 Introduction (TGB); Brains in Pink and Blue? (TGB)
- 11/6 More Pink and Blue (TGB); Math Wars (TGB)
- 11/8 **MEDIA REVIEW**

Week 13 – *The Truth About Girls and Boys (TGB)*

- 11/11 Word Play (TGB); Toy Choice (TGB)
- 11/13 The More Aggressive Sex? (TGB); Caring (TGB)
- 11/15 **MEDIA REVIEW**

Week 14 – *The Truth About Girls and Boys (TGB)*

- 11/18 The Ideal Classroom (TGB); Single-Sex Education, Pros and Cons (TGB); Conclusion (TGB)
- 11/20 **TBA**
- 11/22 **MEDIA REVIEW**

Week 15 – **Thanksgiving**

- 11/25 – 11/29 **University Holiday**

Week 16 –

- 12/2 **TBA**
- 12/4 **TBA**
- 12/6 **MEDIA REVIEW**