

FRAN 6200 | BECOMINGS: EMERGING DIRECTIONS AND CRITICAL DIALOGUES IN “THE HUMAN” OR **RE-THINKING THE HUMAN**

Instructors: Professor Carla Rice with Class Co-Developers: Ramanpreet Annie Bahra, Hannah Fowlie, Carla Giddings, Curtis Holmes, Thomas Sasso, Kaleigh Trace, Angela Underhill, Emma Whitehouse

CLASS MEETING COORDINATES

COURSE TIME: Tuesdays, 2017 @ 5:30PM to 8:30PM

COURSE LOCATION: Re•Vision: The Centre for Art and Social Justice | REDLAB | University of Guelph | 70 Trent Lane | Blackwood Hall (Rm 103)

Carla’s Office: REDLAB | Revisioning Differences Mobile Media Arts Lab, 103 Blackwood Hall, Trent Lane, College of Social and Applied Human Sciences

OFFICE HOURS: Tuesdays 1PM – 4PM, by appointment

COORDINATES: email: carlar@uoguelph.ca | p: 519 824-4120 ext. 56951

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COURSE OVERVIEW

In this course, we identify and engage with emerging directions and critical dialogues in the inter- and trans-disciplinary study of the “human”. We collectively determine course topics, pedagogy and assessment methods. This allows us to centre professor/student collaboration in innovative ways that open up space for all to actively engage in teaching and learning. Fusing critical pedagogy, methodology and theory, the course provides a unique opportunity for students to become immersed in important new directions in theory and to gain greater familiarity with emergent and creative methods for understanding, and appreciating, the diversity of human experience. Emphasis will be placed on student research interests and on emergent notions of the human and of human experience as becoming.

COURSE ACCESSIBILITY STATEMENT

We expect that students in this class have many different physical, mental, sensorial and emotional ways of being, learning, and engaging in the classroom. We also expect that as a class, we will collectively attend to and respect all of these needs/interests. As such, we will begin this class with a discussion about accessibility and how we can collectively, and perhaps creatively, make the classroom accessible to everyone. If you do not feel comfortable sharing your accessibility needs in class, please talk to me or visit: Student Accessibility Services at 519-824-4120 ext. 56208 or email accessibility@uoguelph.ca or refer to the Accessibility Services website (<https://wellness.uoguelph.ca/accessibility>). If you want to pursue the question of access and accommodation more fully please consider checking out “Beyond Compliance” <http://bcccsyracuse.wordpress.com/>, which is a radical accessibility statement. As a class, we have agreed on the following:

- Our classroom will be scent-free (please refer to email from Carla Rice regarding alternative products that can be used to ensure a scent-free environment)
- Eating in class is acceptable
- Fostering a culture of “calling in” all class members into discussions. Given that we are coming from different disciplinary perspectives, we will foster this culture in two ways:

- I. **The garden.** *We will develop a collaborative glossary for the class. This glossary will develop over time through the use of a poster that is brought to each class (referred to as the “garden”). Throughout our meetings, everyone is welcome to contribute terms/ideas to the garden that they would like to ‘grow’ throughout the class. We also encourage all co-designers to reach out to others regarding specific terminology/theories that are raised in discussion but not elaborated due to time.*

- II. **Assumption of wanting to learn.** *We begin this course with an assumption that everyone is here with the intention to learn with and from one another, and we shall proceed with gentle questioning and respectful discussion where we diverge and where we inadvertently hurt each other. Students commit to engaging in open and respectful discussion with peers about sometimes difficult readings that may be interpreted differently based on each class member’s social location and areas of interest. For students and instructor, part of this engagement will involve avoiding monopolizing conversations and being sure to engage in active listening rather than always talking.*

COURSE THEMES AND TOPICS

This is an open topics course. Based on the interests of those who came to our organizing meetings, held on April 26, May 7, and June 20, we decided on course themes and readings, established course learning goals and objectives, and developed assignments and processes for assessment. Our areas for theoretical and methodological exploration are as follows:

- ❖ Critical Pedagogy and Theory
- ❖ Kinship and Intimate Relations
- ❖ Gender, Sex and Sexuality Theory
- ❖ Theories of the Body, Embodiment, Identity and Subjectivity
- ❖ Intersectional Approaches in Theorizing and Research
- ❖ Understandings of and Encounters with Difference (Including the Non-Human)
- ❖ Corporeal, New Materialist and Becoming Theories of the Human
- ❖ Feminist Post-humanism
- ❖ Theorizing Time, Memory and Futurity
- ❖ Emergent and Creative Approaches to Research

This course will start in September 2017, running for 12 weeks on Tuesdays from 5:30 pm to 8:30 pm. Masters and doctoral students from across and beyond the University of Guelph were eligible and welcome. Now that the course has been designed with the students who are already enrolled, enrolment is closed.

COURSE LEARNING OBJECTIVES – For discussion and group generation

This course has eight collectively-determined objectives:

1. Establish a critical appreciation of contemporary feminist-informed gender, sex, and sexuality theory, theories of embodiment, materialization, and body management, as well as critical pedagogy and post-humanist theory
2. Critically engage with texts and theories introduced by collectively reflecting on materials and discussions in class and processing as individual students and as a supportive learning group

3. Practice listening, using inclusive language and framing, and calling in; find meaning in contributions that are made and build on these contributions in a positive, supporting manner - this could mean acknowledging oppressive language that enters our space and addressing it
4. For those interested in digital technologies, engage in a 'hands on' examination of course and other texts (literary texts and research data), and through an interactive mode (blogging, digital storytelling) to understand how digital tools can reveal new meanings
5. 'Take risks' and experiment with theory and the presentation of theory through artistic creation and reflection on one's creations
6. Develop and enhance facilitation and communication skills by discussing theoretical knowledge in an accessible, comprehensive way, and by offering both verbal and written feedback to peers who explore their own theoretical knowledge
7. Integrate theory-work introduced in the course and identify how this theory might help to fill gaps in prior theorizing around gender, sex and sexuality development, subjectivity, identity and difference, body practices/management issues, embodiment/materialization, and the posthuman
8. Develop proficiency in collaborative student-led inquiry, including cooperative curriculum development and course delivery, and collective determination of types of assignments and assessments

EXPLANATION OF COURSE ASSIGNMENTS AND ASSESSMENT

20% Self-Evaluation (through 2 reflection assignments)
 20% Classroom Teaching
 60% Portfolio

20% Self-Evaluation

20% of the student's grade will be determined through 2 self-assessments at the mid- and end of the course. The midterm reflection will be due in Week 6, and the final reflection will be included in the portfolio assignment. Each student will be required to assess their own level of engagement in the course through a written reflection on how they met the course objectives and their own personal goals for the course.

20% Classroom Teaching

Over the course of the semester, students and instructor will engage in a deep reading of major theoretical texts introduced in the course. Each week of the course will be divided amongst the students and instructor, and the person(s) assigned to the week will develop a presentation of the key ideas introduced in the text, their interpretation of the text, and its applicability to their main area of interest (for example, sexual identity in the context of workplaces). Each will identify areas where they feel that their understanding could be enhanced and develop questions to pose to the class during their presentation.

Prior to the presentation, the presenter will be required to develop a lesson plan that will be included in their final portfolio assignment. This lesson plan should outline the plan for the presentation, along with the key ideas that will be discussed, their interpretation of these ideas, and ideas and questions that they had regarding the texts. Students or instructor will circulate the questions at least two days prior to the presentation to allow peers to reflect on them prior to class time.

Following the presentation, students may choose to solicit comments about their presentation by asking the group to identify i) what they, in their role as scholar/instructor, did well and ii) what they might want to unpack or develop further. The presenter may choose to ask two or three members of the class (or

students may volunteer) to provide written feedback on their evaluation of the presentation. This evaluation is intended to support the growth of the presenter, and it can be included in the final portfolio.

60% Portfolio

The portfolio assignment is intended to be a cumulative assignment. Throughout the semester, students will complete a collection of activities to reflect their engagement in the class. They will develop an outline for their portfolio with the following sections: a 'starting point story', which captures where they are at in relation to theory before the course (a version of this was completed in a class meeting in May); the midterm and final reflections (see above); the lesson plan developed for their presentation; the evaluations of their presentation; and a creative, individual component that demonstrates key theoretical ideas, tensions between/contributions to other course readings, questions remaining/knowledge gaps. Students may also wish to incorporate other reflections throughout the course, or other creative or academic forms of expression provoked by the course readings and discussions.

The creative component of the portfolio is completely up to the student. For example, students may choose to post reflective comments in an interactive mode online, either in discussion format via CourseLink or a blog. Alternatively, those interested in digital storytelling might opt to develop a digital story that animates and explicates the theory introduced and their reflections on/applications of it. Other activities are also encouraged.

As part of the learning process, students decided that receiving peer feedback was important. For this reason, each student will choose portions of their final assignment to be reviewed by two or three peers. Peers will provide written feedback and evaluate the assignments based on connections to the course material.

The final portfolio will be due on November 30, 2017. Peer evaluators will then have two weeks to provide feedback on selected portions of the portfolio (due December 14, 2017).

THE UNIVERSITY OF GUELPH ACCESSIBILITY STATEMENT

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities (soon to be re-named Student Accessibility Services) as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or refer to the [CSD website](#). The standard statements are available on the [AVPA website](#) (undergraduate courses) or from the Office of Graduate Studies (Graduate Courses).

TIMELY FEEDBACK ON WORK

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows you to measure your understanding of material and your progress on learning objectives. All University of Guelph instructors must provide meaningful and constructive feedback to students prior to the 40th class day.

ACADEMIC MISCONDUCT

It is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Graduate Calendar: http://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/sec_d0e1609.shtml

Reading List – WHOLE LIST FOR DISCUSSION
September 12 to November 30, 2017

Introduction

WEEK 1 • September 12, 2017

Terms of Engagement: Critical and Feminist Pedagogies • All to Lead

Required:

Arvin, M., Tuck, E., & Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. *Feminist Formations*, 25(1), 8-34.

Bettez, S. C. (2011). Building critical communities amid the uncertainty of social justice pedagogy in the graduate classroom. *The Review of Education, Pedagogy, and Cultural Studies*, 33(1), 76-106.

Britzman, D. P. (1998). "That lonely discovery": Anne Frank, Anna Freud and the question of pedagogy. In *Lost subjects, contested objects: Toward a psychoanalytic inquiry of learning*. (pp. 113-135). Suny Press.

Warren, J. T. (2011). Reflexive teaching: Toward critical autoethnographic practices of/in/on pedagogy. *Cultural Studies↔Critical Methodologies*, 11(2), 139-144.

McPhail, D. Brady, J. & Gingras, J. (2017) Exposed social flesh: Toward an embodied fat pedagogy, *Fat Studies*, 6:1, 17-37, DOI: 10.1080/21604851.2016.1142813

WEEK 2 • September 19, 2017

The Intersectional Imagination • Carla R to Lead

Required:

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum*, 139-167.

McCall, L. (2005). The complexity of intersectionality. *Signs: Journal of Women in Culture and Society*, 30(3), 1771-1800.

Puar, J. K. (2012). "I would rather be a cyborg than a goddess": Becoming-Intersectional in assemblage theory. *PhiloSOPHIA*, 2(1), 49-66.

Kimberlé Crenshaw - The urgency of intersectionality: <https://www.youtube.com/watch?v=akOe5-UsQ2o>

Kimberlé Crenshaw - On Intersectionality - keynote - WOW 2016: <https://www.youtube.com/watch?v=-DW4HLgYPIA>

Kimberlé Crenshaw - <http://www.chronicle.com/article/The-Intersectionality-Wars/240095?key=2LXo1L2mwMRA4ctYVJ7Z8RU7OeqPve8tYncIU5JLak0xfUcr98FsqlgzcuIQ-z9OWxuNI9gejJ0VnQxY1F1Q245NWWhHTi10bmd3bldmZF9scGJBMkk2d2NGVQ>

Section 1: Language, Gender, Power: An Overview

WEEK 3 • September 26, 2017

Decolonizing Sex, Gender and Sexuality Studies • Thomas to Lead

Hunt, S., & Holmes, C. (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154-172.

Morgensen, S. L. (2016). Conditions of critique responding to indigenous resurgence within gender studies. *TSQ: Transgender Studies Quarterly*, 3(1-2), 192-201.

Hunt, S. (2015) Embodying self-determination: Beyond the gender binary. Greenwood, Margo, Sarah De Leeuw, and Charlotte Reading, (Eds.) *Determinants of Indigenous Peoples' Health in Canada: Beyond the Social* (pp. 104-109). Toronto: Canadian Scholars' Press.

Miranda, D. A., Driskill, Q. L., Justice, D. H., & Tatonetti, L. (2011). *Sovereign Erotics: A Collection of Two-Spirit literature*. Arizona: University of Arizona Press. (Selected Readings – see Dropbox)

WEEK 4 • October 3, 2017

The Linguistic Construction of Sex and Gender • Carla R to Lead

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York and London: Routledge.

Preface, pp. ix-xiv; Chapter 1: Subjects of Sex/Gender/Desire pp. 1-9

Butler, J. (1993). *Bodies that matter: On the discursive limits of "sex."* New York and London: Routledge. Preface, pp. ix-xiv; Introduction, 1-23

Recommended:

Kai Cheng Thom (2016). *Fierce femmes and notorious liars: A dangerous trans girl's confabulous memoir*. Montréal: Metonymy Press.

Judith Butler - Philosophin der Gender: <https://www.youtube.com/watch?v=PICmB---sT4>

Examined Life - Judith Butler & Sunaura Taylor: <https://www.youtube.com/watch?v=k0HZaPkF6qE>

WEEK 5 • October 10, 2017 FALL STUDY BREAK DAY NO CLASSES SCHEDULED

WEEK 6 • October 17, 2017

The Construction and Deconstruction of Masculinities • Curtis to Lead

Required

Reeser, T. W. (2009). *Masculinities in theory: An introduction*. John Wiley & Sons.

Introduction, 1-16; Chapter 1: Theorizing Masculinity, 17-54; Chapter 2: Social Masculinity and Triangulation, 55-71; Chapter 3: Sexing Masculinity, 72-90; Chapter 4: Theorizing the Male Body, 91-118

Coyote, I. E., & Spoon, R. (2014). *Gender failure*. Arsenal Pulp Press.

Recommended

Connell, R. W. (2005). *Masculinities* (2nd Ed.) Los Angeles: University of California Press.
Atkinson, M. (2011). *Deconstructing men & masculinities*. Toronto: Oxford University Press.
Introduction: Masculinity in Crisis?

WEEK 7 • October 24, 2017 • Kaleigh to Lead Sexuality Studies

Jackson, S., & Scott, S. (2010). Feminist engagements: Politicizing the personal and engendering theory. In S. Jackson and S. Scott, *Theorizing sexuality*. McGraw-Hill International.

Mingus, M. (2011) Moving Toward the Ugly. <https://leavingevidence.wordpress.com/page/2/>

White, F. R. (2014). Fat/trans: Queering the activist body. *Fat Studies*, 3(2), 86-100.

Lorde, A. (1978). The uses of the erotic. In *Sister outsider: Essays and speeches*. (53-59) Freedom, CA: Crossing Press.

Section II: Bodies and Becomings

WEEK 8 • October 31, 2017 Introducing the New Materialisms • Angela to Lead Required

Alaimo, S., & Hekman, S. (Eds.). (2007). *Material feminisms*. Indiana University Press.
Introduction: Emerging models of materiality in feminist theory, 1-22
Chapter 3: Constructing the ballast: An ontology for feminism, 85-119

Roy, D., & Subramaniam, B. (2016). Matter in the shadows. Pitts-Taylor, V. (Eds). *Mattering: Feminism, science, and materialism*, (23-65). New York: NYU Press.

One of these:

TallBear, K. (2017). Beyond the life/not life binary: A feminist-Indigenous reading of cryopreservation, interspecies thinking, and the new materialisms. In Radin, Joanna, and Emma Kowal (Eds.), *Cryopolitics: Frozen life in a melting world*, (pp. 179-203). Boston: MIT Press.

TallBear, K. (2013). Genomic articulations of indigeneity. *Social Studies of Science*, 43(4), 509-533.

Reardon, J., & TallBear, K. (2012). "Your DNA is our history": Genomics, anthropology, and the construction of whiteness as property. *Current Anthropology*, 53(S5), S233-S245.

WEEK 9 • November 7, 2017 The Becoming of Bodies • Carla G. to Lead Required

Grosz, E. A. (1994). *Volatile bodies: Toward a corporeal feminism*. Indiana University Press.
Introduction, 3-27
Chapter 1: Refiguring Bodies

Chapter 6: The Body as Inscriptive Surface
Chapter 7: Intensities and Flows, 160
Chapter 8: Sexed Bodies, 187

Mountz, A. (2011). Where asylum-seekers wait: Feminist counter-topographies of sites between states. *Gender, Place & Culture*, 18(3), 381-399.

WEEK 10 • November 14, 2017

Time Travels • Emma to Lead

Kafer, A. (2013). *Feminist, crip, queer*. Indianapolis: Indiana UP.
Introduction, Chapter 1

Clare, E. (2017). *Brilliant imperfection*. Duke University Press.
Section 1, 2, 8

Rice, C., Chandler, E., Rinaldi, J., Changfoot, N., Liddiard, K., Mykitiuk, R., & Mündel, I. (2017). Imagining Disability Futurities. *Hypatia*, 32(2), 213-229.

Hunt, S. (2014). Ontologies of indigeneity: The politics of embodying a concept. *Cultural Geographies*, 21(1), 27-32.

Recommended

Grosz, E. (2004). *The nick of time: Politics, evolution, and the untimely*. Duke University Press.
Introduction

Grosz, E. (2011). *Becoming undone*. Durham & London: Duke University Press.

Grosz, E. (2007). Darwin and feminism: Preliminary investigations for a possible alliance. Alaimo, S., & Hekman, S. (Eds.). *Material Feminisms* (pp. 23-51). Indiana University Press.

Section III: The PostHuman Condition

WEEK 11 • NOVEMBER 21, 2017

What is the Posthuman? • Ramanpreet to Lead

Braidotti, R. (2013). *The Posthuman*. Cambridge: Polity Press.
Introduction, 1

Chapter 1: Post-Humanism: Life Beyond the Self

Chapter 4: Posthuman Humanities: Life Beyond Theory

Conclusion

Barad, K. (2003). Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter. *Signs: Journal of Women in Culture and Society*, 28(3), 801-831.

Recommended:

Rosi Braidotti, Memoirs of a Post Humanist, 2017 Tanner Lectures on Human Values:
<https://www.youtube.com/watch?v=OjxeIMWLGCo>

Rosi Braidotti, Aspirations of a Post Humanist, 2017 Tanner Lectures on Human Values:
<https://www.youtube.com/watch?v=LNIYOKfRQks>

WEEK 12 • NOVEMBER 28, 2017

Possibilities and Limits of Posthumanism for Re-Thinking Difference • Hannah to Lead

Goodley, D., Lawthom, R., & Cole, K. R. (2014). Posthuman disability studies. *Subjectivity*, 7(4), 342-361.

Luciano, D., & Chen, M. Y. (2015). Introduction: Has the Queer Ever Been Human? *GLQ: A Journal of Lesbian and Gay Studies*, 21(2), iv-207.

Apostolidou, S., & Sturm, J. (2016). Weighing posthumanism: Fatness and contested humanity. *Social Inclusion*, 4(4).

One of these:

TallBear, K. (2015). An indigenous reflection on working beyond the human/not human. *GLQ: A Journal of Lesbian and Gay Studies*, 21(2), 230-235.

Tallbear, K. (2011). Why interspecies thinking needs Indigenous standpoints. In *American Anthropological Association Meeting, Montreal, CA*. <https://culanth.org/fieldsights/260-why-interspecies-thinking-needs-indigenous-standpoints>

WEEK 13 • NOVEMBER 30, 2017

New Materialist and Posthuman Methods • All to Lead

Alldred, P., & Fox, N. J. (2017). Materialism and micropolitics in sexualities education research. In *The Palgrave Handbook of Sexuality Education* (pp. 655-672). Palgrave Macmillan UK.

Fox, N. J., & Alldred, P. (2015). New materialist social inquiry: Designs, methods and the research-assemblage. *International Journal of Social Research Methodology*, 18(4), 399-414.

Coleman, R., & Ringrose, J. (Eds.). (2013). *Deleuze and research methodologies*. Edinburgh University Press.

Introduction

Chapter 4: Affect as Method: Affective Pedagogy