

# GWSS 8210 FALL 2018

## FEMINIST THEORY & PRACTICE: QUEER AFFECTS

### Canvas Site

W 1:00PM-3:30PM,  
Pillsbury 121  
Instructor: Dr. Aren Aizura  
Office: Ford 456

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Office hours: Monday  
2:00pm-4:00pm or by  
appointment

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**Course Description:** The liberal divide between private and public has traditionally consigned feelings to the private sphere. This divide is gendered, sexualized, and racialized. Against the alleged rationality of white humanism, women, queer and trans subjects, people of color, and all kinds of others are said to feel too freely and too much. But if affect means excess, it also offers a political potential. In this graduate seminar, we consider how to take up theories of affect, feeling, and emotion from a minoritized lens. In particular, we ask how queer theories have contributed to affect theory and vice versa. We look at how affect connects (and disconnects) individuals to larger social experiences and historical events. We look at how affect has been theorized within feminist and queer of color scholarship under different terminologies and conceptual frameworks, paying close attention to Audre Lorde's theory of erotics; our reading schedule moves contrapuntally between these conceptual frames works through the semester. How might attention to affect and erotics allow us to situate the subject in relation to biopower, terror, and technologies of control as well as problems of the human, the non-human, temporality, vulnerability, and security? We map the emergence of affect theory and its predecessors (psychoanalysis, psychology) through critiques within queer and feminist theory, queer of color critique, trauma studies, critical disability studies, and cultural studies.

Getting in touch with me: Email is the best way to contact me. I answer emails from Monday-Friday, 9am-5:30pm. I endeavor to reply within three days.

### **Seminar Goals**

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The goal of this seminar is for us all to help each other with our work. “Work” here is broadly defined: for some it may mean dissertation research or qualifying exam preparation; for others this may mean building conceptual frameworks in order to set up a research project; for others it may relate to understanding or transforming the particular social contexts we exist within. As the name of this course indicates, we are working to bridge feminist “theory” and “praxis”:

As an instructor, my goal is to provide a lead line through theories of affect, particularly as they relate to the emergence of queer and queer/trans of color theorizations of affect. This means I will offer my own readings of particular theoretical trajectories where that is helpful; offer my guidance on how to ask the right questions of the material we are reading; and where necessary, to offer guidance on discipline-specific skills. I also aim to provide a useful structure within which to manage both the demands of the university and your own desires for what we do here. Broadly, your goals are to explore the parameters of queer affects and to show up with things to say. Practical goals include: to develop confidence in spoken intellectual debates; to develop a well-argued and comprehensive seminar paper; to aim for productive interdisciplinary research and writing yourself.

Expectations/Guidelines: Generally, I aim to generate a friendly atmosphere where so-called “stupid” questions can be asked as easily as “intelligent” ones; where the lines of communication are open between participants; where we can challenge each other in a way that is generous and open rather than competitive. How this works out in practice will be for us to figure out as we go. This will be aided by your own collective willingness to speak, although it might be scary at first; and to speak to each other rather than addressing me as the instructor.

## **Reading Schedule**

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All required readings are available as PDF documents on the Canvas site under the Modules for each unit and each week. Often, I have uploaded the entire book to Canvas but set a chapter/chapters for us to read. Don’t assume you should be reading the whole book -- check the reading schedule below for chapters/sections to read. Occasionally we are reading an entire book, in which case it will be obvious (less files uploaded).

For each week I’ve organized a series of readings constellated around a given theme. Usually I will set an entire book, or 5-6 different chapters/articles per week. Unless we make plans otherwise, classes will begin with me doing a mini-lecture to introduce and give context for the readings, then kick off discussion. We’ll also work in small groups at times. The readings may not look thematically related at first glance: this is a cue for you to think about how they might bounce off each other, work in contradictory methods/logics, or get to similar places through different means entirely.

Be prepared to devote significant time and energy to reading the assigned material thoroughly and thoughtfully. I encourage you to read with two ethics in mind: generosity and curiosity. Take an interest in understanding the assigned text on its own terms, and with an investment in inhabiting the theoretical universe the author presents. This, of course, does not mean you should suspend your critical faculties, or overlook what you see as the text's shortcomings. Rather, I encourage you to approach what a text doesn't do with curiosity rather than criticism (or condemnation).

**ALWAYS read the assigned articles BEFORE class.** Schedule at least 3 hours before each class meeting to do the readings. Write notes while you read in a notepad, journal, or your laptop/phone/electronic device. Sometimes the readings will be difficult to understand—keep on reading. Note down terms you aren't sure of; highlight the sentences you think are key or that illuminate your understanding particularly well; jot down any thoughts you have while you're reading.

### **Reading and research strategies**

In our reading for this class, we may find ourselves looking for perspectives on the question of how to read, how to do research, and how to formulate good questions that generate useful discussion. We also might spend a lot of time feeling anxious about the politics of “research” and how it is possible to hold a politics while we inhabit this compromised institution, the university. While we can use the methods we already know (basic humanities/social science research methods apply) this is also a philosophical and political question: how we read and to what end informs the way we interpret meaning, investment, application, praxis. The article below addresses reading and research strategies, as well as some pointers on how to ask good questions. We'll set aside time in the first session to talk about it, and will return to this conversation throughout semester so that we remain in a dialogue about reading/research methods. Please read the following before the first class. (This material is on Canvas.)

- Kyla Wazana Tompkins, “We Aren't Here to Learn What We Already Know,” <http://avidly.lareviewofbooks.org/2016/09/13/we-arent-here-to-learn-what-we-know-we-already-know/>

### **In Class Discussion and Note-Taking**

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This class is a seminar. Although I will provide mini-lectures on the readings and materials, small and large group discussions will be the main format of the class. The success of the discussion depends on all of us being present rather than checked out. If you use an electronic device to take notes, please be smart about how you multitask in class.

## Course Requirements

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Your grade will be based on submitting assignments, meeting assignment deadlines, regular attendance and class participation. I like to use a structured grade breakdown for graduate courses. Thus, the grade breakdown is as follows:

**Participation: 20%** The most important aspect of this seminar is discovering and articulating your own insights from your reading, and staying in open dialogue with others to collaboratively and collectively build greater insight. This process happens even during debate, disagreement, and all kinds of intense feelings, about the readings, the teaching I am doing, and what other students bring to class. Transformative thinking often takes place in moments of uncomfortable conflict, messiness, and intense feelings. So instead of hiding these, I encourage you all to find ways to respectfully articulate your reactions and responses.

To do this safely, we also need to remain aware of the overall discussion dynamic: is it well-balanced? Is someone talking more than everyone else or dominating the discussion? If so, what strategies might undo this dynamic? (I.e. raising the issue; instigating a “stack” or speaking list; instigating a round robin where everyone speaks in turn around the room; anything else you can think of.) Do you and others feel comfortable enough to speak, even if it may be stressful? Are we making access to the conversation universally accessible? If not, what can you do to facilitate a more accountable process of speaking and listening?

With this in mind, two people will take on the role of caretaker each class. Caretakers work in pairs/teams. Caretakers take the temperature of the room and are responsible for intervening when something needs to happen. Caretakers’ responsibilities include:

- actively ensuring that discussion kicks off (if no-one is talking, ask a question or make a comment to get things moving)
- actively ensuring that everyone is invited and welcome to share their perspectives
- actively ensuring that the seminar maintains an attitude of respect for everyone
- facilitating communication if differences of perspective become stressful
- encouraging engagement or breaking the ice if people in seminar are reluctant to speak.

Please sign up to be a caretaker on the form in Google Drive. Most people will do this twice. If you’re unable to make it to class, please let everyone know so we can find a replacement.

### **In Class Questions: 10%**

- Starting in Week 2, each week at least one person will write a discussion question for each different reading.
- Each student should write discussion questions THREE TIMES across the semester
- Please post discussion question under the Discussion tab in Canvas.
- Some tips about writing questions (some of these are drawn from Tompkins’s handout for writing discussion questions)

- Frame questions in two sentences or less (the more succinct the better).
- Questions are designed to prime the reading for others and to kick off class discussion. A good question looks at the main points the author is making and tries to think WITH the author (even if you disagree or are critical).
- You should know the following information: who wrote the essay/chapter; what is their discipline, or interdisciplinary nexus; what else have they written; what is the/are the central arguments; who is the writer in conversation with; what are some key passages; what are some key terms; what did you not understand?
- Make your discussion question(s) simple, straightforward and jargon-free.
- Make your questions open-ended, i.e. not answerable with fact or by direct and immediate reference to the text. Make sure your question doesn't rely on information the rest of the class doesn't have, OR give the class enough information and background to be able to engage the question.
- Make sure the question is answerable to start with, i.e., is not vague and does not rely on facts or assumptions not addressable within the confines of our class conversation.
- Make reference to the text with quotes or page numbers: direct the class to look at a relevant passage, read it together out loud, and drill down into the writing and sentence structure itself to get at the problem you are looking at.
- A good discussion question reframes some of the problems of the text and then tries to get at internal logical problems and paradoxes or to think through the consequences, implications and applications of the theory. As such, questions about "experience" or "responses" or "feelings" tend not to be helpful questions – try to step back from personal responses and instead focus on the intellectual shape of the ideas and argument.
- Please fill in the schedule by listing your name next to the readings x 3. Don't pick and choose too carefully -- this is meant to give you practice condensing and thinking about writing you wouldn't normally read.
- Post questions to the Canvas forum for each topic/week. Please post before 12pm Wednesday so everyone has a chance to read before class.

### **Response Papers (4 total): 20%**

For four of the readings (articles, chapters or whole books), you are required to write 2-3 page response papers in which you substantively engage some aspect of the text that you find particularly compelling. This is a practice run for literature reviews or a book review. Your comments should include a generous summary of the author's critical contention and what they are trying to do; the body of work they are engaging with; how the author seeks to communicate this (methodology, particular sites they look at, voice, style); and your own comments and questions about the text. Response papers are due on September 26, October 17, November 14, December 5 (all Wednesdays).

Please share your response papers with me on Google Drive on the day they are due. This means, upload it to Google Drive, convert it to a Google doc (not a Word doc uploaded, this means I can comment on it and give you feedback) and share it with me.

### **Final Project: 50%**

You are responsible for choosing a project to work on for this course that engages substantively with the critical/theoretical concepts explored in class. You can choose from the following options:

You are responsible for choosing a project to work on for this course that engages substantively with the critical/theoretical concepts explored in class and that fits into your larger research trajectory, examination preparation, or dissertation plan. You can choose from the following options or make up your own:

- An annotated bibliography
- A glossary or list of keywords for a field
- A journal article
- A dissertation prospectus or book proposal
- A literature review
- A conference paper
- A job talk

Please make sure that your final project engaged substantively with the readings in this course. This project needs to be original work or a substantively revised version of previous work, such that it looks totally different from papers you've submitted in other courses.

Please submit a proposal for your final project on **Wednesday October 31**. This is a two-page proposal detailing the form of the final project, the research questions you will address, the methods you're using to answer your question, and the texts/books/articles/sites you'll analyze. In your proposal, include the following at least:

- A title
- The research question
- A list of readings you plan to consult in writing the paper with brief notes

Proposals must be approved before you begin the writing process.

Drafts are due via Google Drive on Friday November 30, so you can incorporate feedback into the final version. Final projects are due on Friday December 14 via Google Drive.

### **Deadlines:**

Proposal due Wednesday October 31

Paper Draft due Friday November 30

## Grading

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CLA Grading criteria: The University mandated "+" and "-" grading symbols will be used with the A-F grading system.

- A: achievement outstanding relative to the level necessary to meet course requirements
- B: achievement significantly above that level necessary to meet course requirements
- C: achievement meeting the basic course requirements in every respects
- D: achievement worthy of credit even though it does not meet the basic requirements
- F : performance failing to meet the basic course requirements
- S: equivalent to a grade of C or better

Grading will be based on the following categories:

- Critical and thoughtful analysis
- Grasp of key term and concepts
- Initiative taken in researching and reading
- Written expression
- Structure (i.e., research assignment and exam have strong introduction, body and conclusion)
- Correctly formatted in-text citations and bibliography/reference list
- Presentation: assignments typed in 12 point font, double-spaced with wide margins; using correct spelling and grammar. ALWAYS SPELL CHECK YOUR WORK BEFORE PRINTING IT OR SENDING IT IN.

## Class Discussion Guidelines

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College classrooms should be spaces of learning and challenge. This class deals with gender, sexuality, race, and injustice in an explicitly political subject matter. We are learning in a moment that demonstrates how important some of these ideas are to the history of the United States: the current U.S. government has shown unprecedented sympathy towards racist anti-black, anti-immigrant and Islamophobic sentiment, and is fomenting hatred of women, gays and lesbians, and trans people. No matter where we stand on the political spectrum, this means feelings are running high; political events may affect our capacity to function. My philosophy as a teacher is that bodies and feelings are just as much a part of learning as intellectual thought: the challenge is to incorporate “feelings” and “intellect” with each other and to keep open to others’ perspectives. However, I also see the classroom as a place to invent ways to resist violence and workshop strategies for optimism, self-care, and change. The following guidelines are designed to help us do that:

In order to facilitate class discussions in class and online, we will adhere to the following guidelines. Simply put, **we take care of each other and we solve problems together.**

- 1) By being here, we acknowledge that injustice exists in many forms (e.g. sexism, racism, classism, ageism, transphobia, homophobia, anti-semitism, ableism, etc.)
- 2) To have a critical understanding of injustice, we need to recognize that we have been systematically taught misinformation about how society works and about individuals: both those we feel similar to, and those we think of as different from us. This is true for dominant (e.g. white, male, cisgender, heterosexual, upper-class, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class folks, queer people, trans people, disabled people, Jew, etc.) populations. Please remember this as you do your readings and participate in discussions.
- 3) We cannot be blamed for the misinformation that we have learned, but we will be held responsible for repeating misinformation after we have learned otherwise.
- 4) We aren't here to judge others, we are here to grow into knowledge and allow others to do the same. No-one is perfect. I am not a perfect instructor, you are not perfect students, and the authors we read are not perfect either. Sometimes we may not know the "correct" language to refer to trans and gender nonconforming people/culture/politics; sometimes we may think others are using the "wrong" language. We are not looking for the correct or politically inarguable perspective or insight, but for insight coming from a place of integrity and respect.
- 5) We do not demean, devalue, or in any way put down people for their experiences.
- 6) Learning might be uncomfortable at times. Classrooms are not "safe" spaces; sometimes, the best learning experiences we have are moments of great discomfort. Because of this, **we take care of ourselves and each other.** Take care of yourself in the classroom. If you are feeling triggered or uncomfortable, do what you need to do: take five minutes break from the classroom, suggest everyone change the subject, tell me you're having a hard time. We also **solve problems together:** if you hear something that you disagree with, say so in a respectful and clear way.
- 7) Step up/step back: some people feel comfortable talking often in class; others tend to think a lot but don't express themselves verbally. Some people feel really anxious about talking in class; some people need a certain silence or space before they can speak up. This may change depending on the topic. If you notice that you tend to talk a lot, try stepping back and creating space for others to speak. Or try asking other classmates a question (and waiting for many beats longer than feels comfortable before assuming no-one wants to answer). If you usually remain silent during discussions, try stepping up and challenging yourself to make a brief comment or ask a question.

Finally, please be aware that this course includes topics that are sexually explicit. If you choose to take this class, you are responsible for completing all reading and written assignments. Remember that you do not have to agree with all of the material presented in this class. However, you are required to read, listen, think, and write about the views presented.

**Class Attendance and Late Assignments:** In order to succeed in this course, you need to attend classes, complete assignments on time and keep up with the weekly readings. As an instructor, it's my responsibility to offer interesting, fun and challenging teaching material. In return, I expect students to attend classes on time, to participate in group activities, to ask questions, pay attention and think critically.

**Attendance:** Since this is a seminar and not a "lecture class", I will be taking an attendance roll for every class. If you need to miss a class for your health or well-being, please email me and let me know. I do not penalize absences in grading. However, if you miss more than one class, please contact me and request makeup work. Makeup work cannot cover extensive absences. While I will take attendance at every class meeting, I will not be keeping track of individual student's attendance grade during semester; it is your responsibility to keep track of your attendance and to turn up to class.

**Late Assignments:** If you are having health problems or a personal crisis and wish to ask for an extension, email me AT LEAST THREE DAYS before the assignment is due. Extensions will not be granted on the day an assignment is due. If you have accommodations or need unofficial accommodations, please work with me at the start of the semester so we can arrange alternative deadlines for work. I'm not attached to having an accommodations letter for negotiating extensions; but do let me know you need extra time at least three days before the assignment deadline.

## **University-wide Policies**

**Disability Accommodations:** Students who need disability accommodations in this class are encouraged to make their requests at the beginning of the semester either during office hours or by appointment. If for some reason you're unable to obtain disability accommodations from the DRC, or unable to get an appointment, please email me or visit me in office hours to arrange accommodations individually.

Establishing Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately on 612-626-1333. The DRC office is located on the first floor of the Macnamara Alumni Center. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. For additional information, visit <http://diversity.umn.edu/disability/home>.

## **Sexual Assault and Harassment Policy:**

- The University prohibits all forms of sexual assault, stalking, and relationship violence and provides comprehensive support and reporting mechanisms for all members of the community. We understand that sexual violence undermines students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.
- As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a reporting responsibility related to my role. I

am required to share information regarding sexual misconduct or information about a crime of sexual misconduct that may have occurred with the Office for Equal Opportunity & Affirmative Action (EOAA) at [diversity.umn.edu/eoaa/home](http://diversity.umn.edu/eoaa/home).

- Confidential Support: Free and confidential support and academic advocacy can be found with The Aurora Center on their 24-hour help line, 612-626-9111 and at [aurora.umn.edu](http://aurora.umn.edu) to explore your options. Options include confidential counseling and advocacy to get accommodations with academic work.

**Food and Housing Insecurity:** Any student who has difficulty accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their undergraduate education, is urged to contact Emily O'Hara, the Care Manager at Student Services, [eoara@umn.edu](mailto:eoara@umn.edu), 612-625-2517, and <http://caremanager.umn.edu>. The Nutritious U Food Pantry is underway and more information can be found here <https://gopherlink.umn.edu/organization/NUP>. Second Harvest Heartland is an organization that can assist with assistance programs. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can mobilize. (PS There is always some food in my office for everyone and anyone.)

**Undocumented Students:** If you are an undocumented student and need support, please contact me if you feel comfortable doing so. There is a UMN group of faculty and staff who are working together to provide support as well that you may access. Marissa Hill-Dongre with the University Immigration Response Team can help. You may email [immigration@umn.edu](mailto:immigration@umn.edu) and find additional information here: <http://immigration.umn.edu/services-resources/university-minnesota-twin-cities-resources>.

**Academic Integrity:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

### Assistance with Writing

1. Make an appointment with a writing tutor at Student Writing Support, <http://writing.umn.edu> 612.625.1893, a service offering face-to-face tutoring for all U of M students by appointment in Nicholson Hall and walk-in satellites around campus.
2. Make an appointment with SWS.online, a service offering online writing consultations (you submit and receive comments on your paper electronically, and meet with your consultant online for a follow-up chat).

**Note:** this syllabus and reading schedule are indebted to numerous people: David Eng and Jennifer C. Nash whose syllabi on affect influenced this course; Kyla Tompkins; Nick-Brie

Guarriello and Justin Jiménez, who made it possible to read so widely, and all of my interlocutors within the university and outside of it.

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**GWSS 8210 Weekly Topics and Reading Schedule**

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Date	Topic	Readings
Week 1 9/5	The Queer Foundations of Affect Theory	<ul style="list-style-type: none"> <li>● Lauren Berlant, “Affect is the New Trauma”</li> <li>● Williams, “Structures of Feeling,” from <i>Marxism and Literature</i></li> <li>● Sedgwick and Moon, “Divinity” in <i>Tendencies</i></li> <li>● Sedgwick and Frank, “Shame in the Cybernetic Fold,” in <i>Shame and Its Sisters: A Silvan Tompkins Reader</i></li> </ul>
Week 2 9/12	“White” Affect Theory: the Canon	<ul style="list-style-type: none"> <li>● Gregg and Seigworth, “An Inventory of Shimmers,” in <i>The Affect Theory Reader</i>, 1-28</li> <li>● Patricia Clough, “The Affective Turn”</li> <li>● Massumi, “The Autonomy of Affect” from <i>Parables of the Virtual</i></li> <li>● Berlant, <i>Cruel Optimism</i>, Intro, “Affect in the Present”; Ch 1, “Cruel Optimism.”</li> <li>● Spinoza, “Concerning the Origin and Nature of the Emotions,” in Shirley’s <i>Complete Works of Spinoza</i>, Propositions 1-20.</li> </ul>
Week 3 9/19	Queer of Color Erotics and Genealogies of Affect	<ul style="list-style-type: none"> <li>● Muñoz, <i>Disidentifications: Queers of Color and the Performance of Politics</i>, Preface, Intro and Ch 7, “Performing Disidentity”</li> <li>● Muñoz, “Feeling Brown, Feeling Down”</li> <li>● Lorde, “Uses of the Erotic”</li> <li>● Lorde, “The Uses of Anger”</li> <li>● Jafari Allen, “The Erotics and Politics of Self-Making,” in <i>¡Venceremos?: The Erotics of Black Self-making in Cuba</i>, 74-99.</li> <li>● Claudia Garcia-Rojas, “(Un)Disciplined futures: Women of color feminism as a disruptive to white affect studies,” <i>Journal of Lesbian Studies</i> 21:3, 254-271.</li> </ul>

<p>Week 4 9/26</p>	<p>Mining Freud for Negative Feels, A Survey</p>	<ul style="list-style-type: none"> <li>● Sigmund Freud, "Mourning and Melancholia" (1917), <i>The Standard Edition of the Complete Works of Sigmund Freud</i>, Volume XIV, translated and edited by James Strachey et al. (London: Hogarth, 1957), 237-258.</li> <li>● Cheng, Introduction, "The Melancholy of Race"</li> <li>● Heather Love, "Introduction" and "Emotional Rescue: The Demands of Queer History" in <i>Feeling Backward: Loss and the Politics of Queer History</i></li> <li>● Cameron Awkward-Rich, "Reading Like a Depressed Transsexual," <i>Signs</i> 42: 4 (2017), 819-841.</li> </ul>
<p>Week 5 10/3</p>	<p>Feminist Affect</p>	<ul style="list-style-type: none"> <li>● Lauren Berlant, "The Queen of America Goes to Washington City: Notes on Diva Citizenship," in <i>The Queen of America Goes to Washington City</i>, 221-246.</li> <li>● A conversation between Lauren Berlant and Dana Luciano interview: <a href="https://socialtextjournal.org/periscope_article/conversation-lauren-berlant-with-dana-luciano/">https://socialtextjournal.org/periscope_article/conversation-lauren-berlant-with-dana-luciano/</a></li> <li>● Sara Ahmed, "Feminist Killjoys," in <i>The Promise of Happiness</i></li> <li>● Sara Ahmed, Ch 3, "Wilfulness and Feminist Subjectivity," "Killjoy Survival Kit" and "Killjoy Manifesto" in <i>Living a Feminist Life</i></li> </ul>
<p>Week 6 10/10</p>	<p>Racial Feelings</p>	<ul style="list-style-type: none"> <li>● Sianne Ngai, "Introduction," <i>Ugly Feelings</i></li> <li>● Sara Ahmed, "The Performativity of Disgust," in <i>The Cultural Politics of Emotion</i></li> <li>● Sara Ahmed, "The Orient and Other Others," in <i>Queer Phenomenology</i></li> <li>● Jin Haritaworn, Ch 2 "Love" and Ch 3 "Hate", <i>Queer Lovers and Hateful Others: Regenerating Violent Times and Places</i></li> </ul>
<p>Week 7 10/17</p>	<p>Feeling Utopian</p>	<ul style="list-style-type: none"> <li>● Jose Muñoz, Introduction, Ch 1, "Queerness as Horizon," Ch 4 "Gesture, Ephemera, and Queer Feeling: Approaching Kevin Aviance," and "Conclusion" in <i>Cruising Utopia: The Then and There of Queer Futurity</i></li> </ul>

		<ul style="list-style-type: none"> <li>Ernst Bloch, "Can Hope Be Disappointed?" in <i>Literary Essays</i></li> </ul>
Week 8 10/24	Sonic, Somatic, Sexy Feelings (Return to the Erotic)	<ul style="list-style-type: none"> <li>LH Stallings, Introduction, Ch 6 "From the Freaks of Freaknik to the Freaks of Magic City", Ch 7 "Black Trans Narratives, Sex Work, and the Illusive Flesh," in <i>Funk The Erotic: Transaesthetics and Black Sexual Cultures</i>.</li> <li>Juana María Rodríguez, "Gesture in Mambo Time" and "Afterglow", in <i>Sexual Futures, Queer Gestures, and Other Latina Longings</i>.</li> </ul>
Week 9 10/31	Debility, Disability, Pain	<ul style="list-style-type: none"> <li>Jasbir Puar, <i>The Right to Maim</i>, Introduction and Ch 2 'Crip Nationalisms'</li> <li>Amber Musser, "Lacerated Breasts: Medicine, Autonomy, Pain," in <i>Sensational Flesh: Race, Power, and Masochism</i>, 118-150.</li> <li>Lorde, <i>Cancer Journals</i>, excerpts</li> </ul>
Week 10 11/7	Biopolitics and Affect	<ul style="list-style-type: none"> <li>Kyla Schuller, <i>The Biopolitics of Feeling: Race, Sex, and Science in the Nineteenth Century</i>. Durham: Duke University Press, 2017.</li> </ul>
Week 11 11/14	Materiality, New Materialism, and Affect	<ul style="list-style-type: none"> <li>Dana Luciano, "How the Earth Feels: A Conversation with Dana Luciano," Cécile Roudeau, <i>transatlantica</i> 1 (2015), <a href="http://transatlantica.revues.org/7362">http://transatlantica.revues.org/7362</a></li> <li>Mel Chen, Introduction and Ch 6 "Following Mercurial Affect" in <i>Animacies: Biopolitics, Racial Mattering and Queer Affect</i></li> <li>Kyla Wazana Tompkins, "On the Limits and Promise of New Materialist Philosophy," <i>Lateral</i> 5.1 (2016), <a href="http://csalateral.org/issue/5-1/forum-alt-humanities-new-materialist-philosophy-tompkins/#fn-363-11">http://csalateral.org/issue/5-1/forum-alt-humanities-new-materialist-philosophy-tompkins/#fn-363-11</a></li> <li>Jordy Rosenberg, "The Molecularization of Sexuality: On Some Primitivisms of the Present," <i>Theory and Event</i> 17: 2 (2014), 1-21.</li> </ul>
Week 12 11/21	Queering Affective Labor	<ul style="list-style-type: none"> <li>Saidiya Hartman, "The belly of the world: A Note on Black Women's Labors." <i>Souls</i> 18, no. 1: 166-73.</li> </ul>

		<ul style="list-style-type: none"> <li>● Jane Ward, “Gender Labor: Transmen, Femmes, and Collective Work of Transgression,” <i>Sexualities</i> 13: 2 (2010), 236-254.</li> <li>● Kara Keeling, Ch 6 “What’s Up With That? She Don’t Talk? <i>Set It Off’s</i> Black Lesbian Butch-Femme,” and Ch 7 “Reflections on the Black Femme’s Role in the Reproduction of Cinematic Reality,” in <i>The Witch’s Flight: The Cinematic, the Black Femme, and the Image of Common Sense</i>, 118-158.</li> <li>● Aizura, “Communizing Care in the left Hand of Darkness,” <i>ADA Journal</i>, <a href="https://adanewmedia.org/2017/10/issue12-aizura/">https://adanewmedia.org/2017/10/issue12-aizura/</a></li> </ul>
<p>Week 13</p> <p>Class day/time will be changed, I am traveling 11/27-29</p> <p>Workshop</p>	<p>Digital Affect/Digital Labor</p>	<ul style="list-style-type: none"> <li>● Cass Adair and Lisa Nakamura, “The Digital Afterlives of <i>This Bridge Called My Back</i>: Woman of Color Feminism, Digital Labor, and Networked Pedagogy,” <i>American Literature</i> 89: 2 (2017), 259-278.</li> <li>● Alexander Cho. “Disruptive Joy: #BlackOutDay’s Affirmative Resonances.” In <i>A Networked Self: Love</i>. Ed. Zizi Papacharissi. New York: Routledge, 2018.</li> <li>● Alexander Cho, “Queer Reverb: Tumblr, Affect, Time.” In <i>Networked Affect</i>. Eds. Paasonen, Susanna, Ken Hillis &amp; Michael Petit. Cambridge, MA: MIT Press. 2015.</li> <li>● Adi Kuntsman, “Between Gulags and Pride Parades: Sexuality, Nation, and Haunted Speech Acts,” <i>GLQ</i></li> </ul>
<p>Week 14</p> <p>12/5</p>	<p>Diasporic and Transnational Affect</p>	<ul style="list-style-type: none"> <li>● Gayatri Gopinath, “Archive, Affect, and the Everyday,” in <i>Queer Diasporic Re-Visions</i>,” in <i>Political Emotions: New Agendas in Communication</i>, ed Staiger, Cveticokich &amp; Reynolds, 165-192</li> <li>● Nadia Ellis, Introduction and Ch 3, “Andrew Salkey and the Queer Diasporic,” in <i>Territories of the Soul: Queered Belongings in the Black Diaspora</i></li> <li>● Emmanuel David, “Purple-Collar Labor: Transgender Workers and Queer Value at Global Call Centers in the Philippines,” <i>Gender and Society</i> 29: 2 (2015), 169-194.</li> </ul>

		<ul style="list-style-type: none"> <li>● Melissa Autumn White, “Archives of Intimacy and Trauma: Queer Migration Documents as Technologies of Affect,” <i>Radical History Review</i> 120 (2014), 75-93.</li> </ul>
<p>Week 15 12/12</p> <p>Class will take place via Skype</p>	<p>Queer Theory’s Affective Attachments</p>	<ul style="list-style-type: none"> <li>● Foucault, “Friendship as a Way of Life.”</li> <li>● Kadji Amin, <i>Disturbing Attachments: Genet, Modern Pederasty, and Queer History</i> (Durham: Duke University Press, 2017).</li> </ul>