GSWS 398W-4: Feminist Currents

Professor: Dr. Lucas Crawford
Office: AQ 5098
Email: TBA
Office hours: TBA
Lecture: Fridays 9:30-12:20; West Mall Centre 3533

Course Description:
This course will examine theories of feeling recently developed in queer and gender studies, with special attention paid to certain bodily categories (disabled, fat, and “foreign”) that evoke particularly striking, odd, and mixed public emotions. Not only will we use writing as a tool for brainstorming, response, experimentation, argumentation, collaboration, and record-keeping, but we will also strive to confront and identify our own emotional habits through writing. Vigorous participation in the substance of the course will lead students to new writing capabilities, curiosity, and confidence.

Learning Outcomes:
- Familiarity with contemporary feminist theories of feeling, emotion, and bodies thought to “feel bad”
- Ability to analyze the ways in which the rhetoric of emotion operates in popular culture and scholarship
- Nuanced understanding of the relationship between form & content, style & emotion, language & change
- Development of unique writing voice(s), aided by an emphasis on draft production and peer review

Course Texts and Courseware:
- Rothblum, Solovay, and Wann, eds. The Fat Studies Reader (NYU Press 2009).
- supplemental articles to be provided online
- media to be screened in class

Course Evaluation and Assignments:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>In-Class Exploratory Writing</td>
<td>10%</td>
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<tr>
<td>Abstract and Bibliography</td>
<td>10%</td>
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<tr>
<td>Paper, 1st Draft</td>
<td>10%</td>
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<tr>
<td>Paper, 2nd Draft</td>
<td>30%</td>
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<tr>
<td>Creative Writing Project</td>
<td>20%</td>
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Prerequisite: Prerequisite: 30 units including three units in GSWS.
Description of Assignments:

Participation – Graded based on the quality and regularity of a student’s participation in class discussions, attendance and attention, informal group presentations, peer review exercises, etc.

In-Class Exploratory Writing – A variety of free-writing exercises, responses to writing prompts, and written analyses of images or other cultural texts, each of which will use writing as a tool for thought.

Abstract and Bibliography – Texts that illustrate a student’s plans for the paper and the research required.

Paper – A written assignment (length to be determined) that will exhibit the student’s capacity for research, critical engagement, and the development of a unique argument about the course material. Papers will be an ongoing project throughout the term, culminating in our own anthology of work.

Creative Writing Project – A non-academic piece of writing that will be presented in class in a manner befitting its genre. Eligible genres are to be determined but shall be numerous.