

QUEER TIMES

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It is, it was, it will
have been a
Queer Time

"QUEER THEORY," WRITE STEPHEN BARBER AND DAVID CLARK, HAS PRODUCED "ON THE ONE HAND, SEXUAL, GENDERED, AND RACIAL DEROUTINIZATIONS, AND, ON THE OTHER, DEROUTINIZATIONS OF A DISORIENTING AND UNPREDICTABLY TEMPORAL KIND." **THIS COURSE EXAMINES SOME OF THOSE DEROUTINIZATIONS-- FIRST AS THEY HAVE COME TO DEFINE "HOMOSEXUALITY" IN THE PSYCHOANALYTIC ENTERPRISE, AND LATER AS THEY HAVE BEEN REWORKED BY TWO DECADES OF QUEER THEORY. CENTRAL TO THIS COURSE WILL BE QUESTIONS OF TEMPORALITY, NARRATIVE, AND THE PSYCHOLOGICS OF LINEARITY. OUR ARCHIVE FOR ANALYSIS: CHILDREN, TRANSGENDER/TRANSSEXUALITY, AND (POST)AIDS, AS WELL AS SOME FICTION AND A NUMBER OF JUICILY QUEER FILMS PRODUCED IN THE LAST FEW YEARS. WHILE ALL CLASS READINGS ENGAGE IN SOME WAY WITH QUESTIONS OF TIME AND TEMPORALITY, WE WILL DOUBTLESS VEER OFF INTO OTHER QUESTIONS AS WELL, SO DON'T LET THAT COME AS A SURPRISE.**

**EVALUATION SCHEME:**

CLASS PRESENTATION	20% AS PER SIGN-UP SHEET
SHORT ESSAY (8-10 PAGES)	25% DUE TWO WEEKS AFTER PRES.
MAJOR PAPER (15-20 PAGES)	45% OPEN TOPIC, DUE 11 DECEMBER
CLASS PARTICIPATION	10%

REQUIRED TEXTS:

Michel Foucault, *The History of Sexuality, Vol. I: Introduction*
David Lynch (dir), *Mullholland Drive*
Thom Fitzgerald (dir), *The Hanging Garden*
Readings available on OWL

LEGEND:

Teaching Presentation:

You are required to lead the class for 45 minutes on one day. This leadership should not take the form of talking-head lecture; rather, it should present a problem in the theory and/or the fictional text, open up discussion through questions or other techniques, and draw that discussion toward a conclusion. Come to class with a clear sense of the problem, a sense of how you would like your colleagues to explore that problem, an example in the text(s) of where that problem can be located, and a good sense of where you want the class to arrive. This will allow you to direct the discussion while incorporating or encouraging other points of view or unexpected insights. Do *not* exceed 45 minutes. There may be someone else teaching on the same day as you, and deserves the same amount of time.

Should two of you be teaching on the same day, you are required to consult with each other to find out what the other plans to do. Please be sure you don't repeat or preempt your colleague. You are welcome to team-teach. Just remember that I need to mark each of you separately, so your strategy for team-teaching should make clear to me who is responsible for what.

Short Essay:

This paper, 8 to 10 pages in length, is due two weeks after your teaching presentation. It will focus on your initial concerns for your chosen seminar, but it will have the advantage of class discussion and time to re-think. My agenda for the length of this essay is that it be appropriate for an academic conference (ACCUTE, the MLA, etc.), and may become a more formal academic credential.

Major Essay:

While your short essay will probably consider only one work, the major essay should expand your range and develop problems over a number of texts we've been discussing. For the sake of broad coverage, choose a topic or work that you did not write on in your short essay. Those of you who are doing your teaching presentation on or after November 13 must come and see me to negotiate a different due date for your major paper. I do not want to put you into the situation where you have two papers due at the same time (and all the evaluation appearing at the end of the course), so you will be handing in your major paper earlier in the term. While this means that you will write your major work before you have some of the material under your belt, you will also do your teaching and write your shorter paper with more material than your colleagues have who teach earlier in the term. It all evens out, and sanity is maintained.

In-class participation:

A real seminar works only by the full participation of everyone in the room. Thus, I expect that everyone will be there having read the work and being ready to discuss it. While attendance is necessary for participation, it is not sufficient; be prepared to talk. If for some reason you cannot attend a class, please leave me a voice-mail or email message and let me know.

QUEER TIMES SYLLABUS

September 11	Eve Kosofsky Sedgwick, “Forward: T Times,” and “Queer and Now”; Stephen Barber and David Clark, “Queer Moments: The Performative Temporalities of Eve Kosofsky Sedgwick”
18	Elizabeth Freeman, from <i>Time Binds</i> : “Preface” and “Introduction: Queer and Not Now”; Heather Love, “Emotional Rescue: The Demands of Queer History”; Tennessee Williams, “The Mysteries of the Joy Rio,” “Hard Candy”
25	Michel Foucault, <i>The History of Sexuality, Vol. I: Introduction</i>
October 2	Sigmund Freud, “On Narcissism”; selection from “The Ego and the Id”; Jacques Lacan, “The Mirror Stage”; Steven Bruhm, from <i>Reflecting Narcissus</i>
9	READING WEEK... No class
16	Judith Butler, “Phantasmatic Identification and the Assumption of Sex”; Michael Warner, “Homo-Narcissism; or, Heterosexuality”
23	Sigmund Freud, “The Psychogenesis of a Case of Homosexuality in a Woman”; Diana Fuss, “Fallen Women: ‘The Psychogenesis of a Case of Homosexuality in a Woman’”
30	David Lynch (dir.), <i>Mulholland Drive</i> ; Todd McGowan, “Lost on Mulholland Drive”; Annamarie Jagose, “First Things First: Some Second Thoughts on Lesbianism”
November 6	Steven Bruhm and Natasha Hurley, “Curiouser: On the Queerness of Children”; Lee Edelman, “The Future is Kids’ Stuff”; Lesnik-Oberstein and Thomson, “What is Queer Theory Doing with the Child?”
13	Elsbeth Probyn, “Suspended Beginnings: Of Childhood and Nostalgia”; Kathryn Bond Stockton, “Growing Sideways, or Versions of the Queer Child: The Ghost, the Homosexual, the Freudian, the Innocent, and the Interval of Animal”; Thom Fitzgerald (dir.), <i>The Hanging Garden</i>
20	Sandy Stone, “ <i>The Empire Strikes Back: A Posttranssexual Manifesto</i> ”; Rita Felski, “ <i>Fin de siècle, Fin du sexe: Transsexuality, Postmodernism, and the Death of History</i> ”
27	Eric Savoy, “Reading at Risk: The Mortifications of AIDS”; David Roman, “Not-About-AIDS”; Paul Butler, “Embracing AIDS: History, Identity, and Post-AIDS Discourse” [Recommended: Douglas Crimp, “Mourning and Militancy”]
December 4	Eve Kosofsky Sedgwick, “Paranoid Reading and Reparative Reading, or, You’re So Paranoid, You Probably Think This Essay is About You”; Deborah Britzman, “Theory Kindergarten” [Recommended: Michael Snediker, Introduction to <i>Queer Optimism</i>]

AND FINALLY ... MY STANDARD POLICIES:

A real seminar works only by the full participation of everyone in the room. Thus, I expect that everyone will be there having read the work and being ready to discuss it. If for some reason you cannot attend a class, please leave me a voice-mail message or an email and let me know.

I accept late papers but they are penalized 2% per day weekends included. If you need an extension for medical reasons, please let me know that the paper will be late and then consult the Counseling Centre. The Centre will contact me from there. Please also understand that the deadline for the final essay is important because, as of 1 January 2019, I will retire from the profession and leave Western. As you might imagine, I'd like not to have a lot hanging over my head as I go off and be old.

Missed teaching presentations cannot be made up. We will have moved on in the syllabus and each day will be booked by at least one of you, so there will be no room to backtrack. In the event that you are ill n the day of your presentation, please contact me immediately and we will talk about ways to accommodate.

You are reminded of the university regulations on plagiarism. They will be strictly enforced.

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GRADUATE COURSE HEALTH AND WELLNESS

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. for example, please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>. Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html.