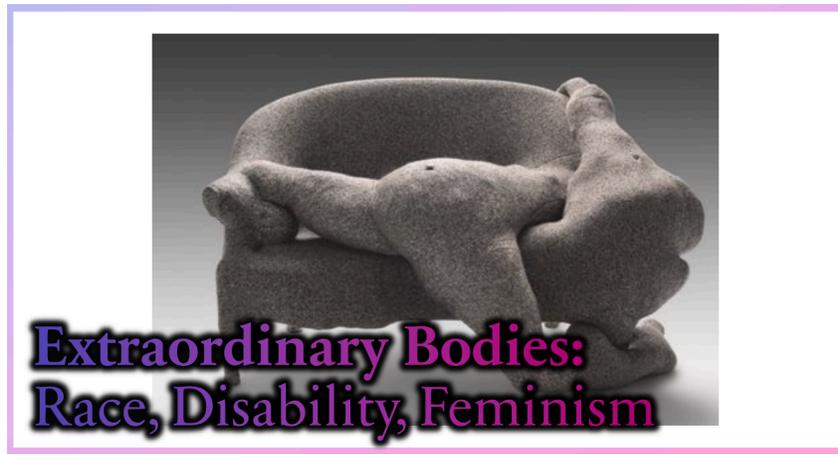


Lakehead University
Department of Women's Studies | Department of Social Justice Studies
WOME 4110 WA | SOCJ 5011 WDG



Dorothea Tanning, "Canapé en temps de pluie"

Term: Winter 2021

Instructor: Dr. Miranda Niittynen

Email: mniitty1@lakeheadu.ca

Location: Zoom Course

Time: Tuesdays, 2:30-5:30pm

Office Hours: Virtual Office Hours by appointment only

Course Description:

Extraordinary Bodies: Race, Disability, Feminism addresses the long past of body display in entertainment industries observed across historical Europe and North America. In this course, we will discuss the ways that human rights discourses have addressed the historical exhibition of postmortem and colonized bodies placed on display in natural history museums, famous 'freak' shows, and human zoos. By looking to the complex ways that sex, gender, disability, species, and race are represented and displayed, we will explore the ways that bodies are marked as 'deviant,' 'abnormal,' 'taxidermic,' 'monstrous,' and/or 'pathological.' We will examine where processes of sex, race, gender, species, and able-bodied normalization diverges and intersects. Through interdisciplinary and intersectional feminist scholarship, this course outlines how the body is inscribed by historical, theoretical, and anthropological approaches and perspectives. In response to these systems of thought, we will look to the ways that critical feminist, disability, animal, and race scholars have critically challenged Enlightenment and colonial constructions of species boundaries that have informed human forms of discrimination and oppression and analyze how these scholars have actively reclaimed the body as *extraordinary* and *remarkable* through contemporary art, media, photography, installation, and performance.

WOME 4110 Student Evaluation:

- | | | |
|---|-----|------------------------------------|
| 1. Seminar Attendance/Participation: | 10% | ongoing throughout the course |
| 2. Online Posts [<u>choose 5</u> topics (5x 10%)]: | 50% | due every Sunday (before midnight) |
| 3. Sparker Presentation (submit draft on D2L): | 10% | sign-up before Week 2 |

- | | | |
|------------------------------|-----|------------|
| 4. Essay Proposal (2 pages): | 10% | February 9 |
| 5. Final Paper (12 pages): | 20% | March 30 |

Required Texts:

- All pdfs will be offered through the course website. For your organization, each reading is organized alphabetically by the author's last name.

Email Note:

- Please include our course code (**WOME 4110**) in the subject line of any and all email correspondence to avoid any confusion throughout the term

Course Objectives:

This course aims to:

- To develop an understanding of the principles, ethics, and practices of critical disability and race studies as they relate to a range of interdisciplinary topics
- To create awareness of intersectional feminist analyses and further understanding of the interconnectedness between race, disability, gender, and sexuality (among many other identifiable categories)
- Understand the relationship between knowledge production, social location, ideology, and structural inequality
- Articulate how social locations such as race, disability, class, gender, and sexuality inform feminist research
- Recognize the diversity of feminist and anti-oppressive approaches to interdisciplinary research and practice

Students who take this course will:

- Develop familiarity with a range of approaches to research and be able to cross-apply concepts to women's studies and intersectional feminism
- Conduct and develop skills in research, analysis, reflection, effective, and purposeful communication, conflict resolution, organizational skills, collaborative learning, and planning

Course Evaluation and Assignments:**1. Seminar Attendance/Participation: 10%** of overall course grade.

WOME 4110: Students are expected to attend all virtual classes, present material in class, or participate in class discussion. Without a documented medical reason, student's absences will be reflected on their final grade. Completing the readings for each week is essential for participation and attendance.

Due Date: Participation will be ongoing throughout the course term.

2. Online Discussion Posts (choose 5 topics for a total of 5 online posts): 50% of overall course grade.

WOME 4110: Students will be graded on their participation and engagement with course material (readings and other video materials) in the virtual classroom via the submission of online discussion posts. Weekly posts are graded out of 10, making up 50% of students' final grade. *Students are expected to post on their choice of 5 posts from weeks 2-5; weeks 7-14. All posts are due before Sunday (at midnight) after the weekly seminar.* Each week, students will respond to class materials. All posts should be under 800 words. In every post, students are *required to demonstrate their engagement with the weekly readings* (and other course materials) and are *encouraged to share other materials including art examples, news articles, blog posts, and audio/visual material such as films and YouTube videos to the online classroom*. Posts should not simply summarize, but pose questions and showcase critical arguments. You can support your argument with examples or (short) passages from the course readings or by pulling in outside research and examples from scholarly sources. Posts should be comprehensible, edited before posting, and should be written within the allotted word limits. Style, grammar, and punctuation should be considered.

Due Date: Online Posts are **due every Sunday before 12:00am** on the D2L forum.

Note: Assignment guidelines and rubrics will be posted on D2L.

***Remember: You are only required to complete **five** online posts – any posts exceeding the five requirement will not be graded. The decision is yours of what five topics you will post on throughout the course.*

3. Sparker Presentation (submit draft on D2L): 10% of overall course grade.

WOME 4110: Discussion Sparkers -- *choose one issue from the week's readings to discuss and bring in a cultural example for the class*; facilitate discussion with 2 questions for the class (5-10 minutes, plus discussion). You should not summarize the reading, although you will need to "frame" your issue in relation to it. Please post your written summary or outline of your sparker and questions prior to presentation on our shared D2L website (under 'Discussions').

Due Date: Students must sign up for their Sparker Presentation **no later than Week 2** of the course.

Sparker presentations will focus on the course readings and any additional materials or cultural examples you want to add to the discussion. You are not required to discuss the recommended readings and/or the video/artistic materials. These will be my own 'sparkers' for conversation.

4. Essay Proposal: 10% of overall course grade.

WOME 4110: Each student will write a paper on the topic of their choice, as it relates to the concept of *Extraordinary Bodies*. Essay proposals (2 pages, excluding preliminary bibliographic research) will include each student's introductory statement, short description of the chosen topic, your research question, preliminary thesis statement, and the key points you intend to use to prove your thesis (you may also include questions that you are still grappling with as you continue your research). The proposal should form the preliminary "skeleton" for your research essay.

Reminders:

- Put your Name on your proposal
- Include a Paper Title
- Times New Roman font; pt. 12 size font
- Double-spaced
- Page numbers
- Be sure to properly cite IN-TEXT the sources you are using throughout
- *Do not fear footnotes! They help to define or to discuss supplementary arguments!*
- Late assignments will be penalized 2% per day without prior arrangements made
- Papers will be cited in *MLA* style
- *Choose an example you're passionate about!*

ALL ESSAY PROPOSALS WILL BE EMAILED TO ME IN DOCX FORMATTING

Please send essays with document title: Last Name, First Initial – Essay Proposal (ex., Niittynen, M – Essay Proposal)

Due Date: Essay Proposals are due **February 9** before 12:00am submitted by email.

Note: Assignment guidelines and rubrics will be posted on D2L.

5. Final Essay: 30% of overall course grade.

WOME 4110: Each final research paper should be 12 pages in length, and should critically explore a topic of choice as it relates to the course material throughout the year. The paper should take up an example of extraordinary bodies / critical race and/or disabilities studies (your choice) and discuss the political and theoretical implications of this field of study. Your research papers will include a formal Works Cited page in MLA citation format.

ALL ESSAY PROPOSALS WILL BE EMAILED TO ME IN DOCX FORMATTING

Please send essays with document title: Last Name, First Initial – Essay (ex., Niittynen, M – Essay)

Due Date: Essays are due **March 30** before 12:00am submitted by email.

Note: Assignment guidelines and rubrics will be posted on D2L.

Reading Schedule:

W1/Jan 12: Introduction

Recommended Readings:

- Rosemarie Garland-Thomson – “Disability Studies: A Field Emerged”
- Subini A. Annamma, David Connor and Beth Ferri – “Theorizing at the Intersections of Race and Dis/ability”

Terms (optional):

- Rachel Adams, Benjamin Reiss, and David Serlin – “Disability”
- Fiona Kumari Campbell – “Ability”
- Victoria Ann Lewis – “Crip”

W2/Jan 19: The Extraordinary Body: Theory of Matter*Required Readings:*

- Judith Butler – excerpts from *Bodies that Matter*
- Zine Magubane – “Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the ‘Hottentot Venus’”
- Jane Nicholas – “A Debt to the Dead? Ethics, Photography, History and the Study of Freakery”
- Ellen Samuels – “Critical Divides: Judith Butler’s Body Theory and the Question of Disability”

Terms (optional):

- Abby Wilkerson – “Embodiment”
- Julia Miele Rodas – “Identity”

W3/Jan 26: The Material Body: Constructing ‘Teratology’*Required Readings:*

- Anthony Anemone – “The Monsters of Peter the Great: The Culture of the St. Petersburg Kunstkamera in the Eighteenth Century”
- Nadja Durbach – “Monstrosity, Masculinity, and Medicine: Re-Examining ‘the Elephant Man’”
- Elizabeth Grosz – “Intolerable Ambiguity: Freaks as/at the Limit”
- Margrit Shildrick – “Monsters, Marvels, and Metaphysics: Beyond the Powers of Horrors”

Recommended Readings:

- Lennard Davis – “Constructing Normalcy”
- Jane Nicholas and Lori Chambers – “In Search of Monkey Girl”

Terms (optional):

- Helen Deutsch – “Deformity”
- Susan Burch and Kim E. Nielsen – “History”

W4/Feb 2: The ‘Order’ of Things*Required Readings:*

- Maneesha Deckha – “The Salience of Species Difference for Feminist Theory”
- Patricia Fara – excerpts from *Sex, Botany and Empire*
- Londa Schiebinger – “Feminist History of Colonial Science”
- Londa Schiebinger – “Skeletons in the Closet: The First Illustrations of the Female Skeleton in Eighteenth-Century Anatomy”

Art Example:

- Rachel Herrick – “Museum for Obeast Conservation Studies” (2013)

Terms (*optional*):

- Kathleen LeBesco – “Fat”
- Tanya Titchkosky – “Normal”
- Christopher Gabbard – “Human”

W5/Feb 9: Gender and Sexual Expression on Display

Required Readings:

- Sears Clare – “Electric Brilliancy: Cross-Dressing Law and Freak Show Displays in Nineteenth Century San Francisco”
- Channing Gerard Joseph – “The First Drag Queen”
- Siobhan B. Somerville – “Scientific Racism and the Invention of the Homosexual Body”
- Elizabeth Stephens – “The Queer Space of the Freak Show”

Recommended Readings:

- Alison Kafer – “Compulsory Bodies: Reflections on Heterosexuality and Able-Bodiedness”

Art Example:

- Allyson Mitchell – *Ladies Sasquatch* (2006-2010)

Terms (*optional*):

- Kim Q. Hall – “Gender”
- Margrit Shildrick – “Sex”
- Robert McRuer – “Sexuality”
- Tim Dean – “Queer”

Essay Proposals Due

W6/Feb 16: Reading Week

Relax and rest up ☺

W7/Feb 23: Madness, Hysteria, and Cognitive Disability

Required Readings:

- Elizabeth J. Donaldson – “Revisiting the Corpus of the Madwoman: Further Notes Toward a Feminist Disability Studies Theory”
- Robert Bogdan – “The Exhibition of People We Now Call Retarded”
- Heather Meek – “Of Wandering Wombs of Women: Evolving Conceptions of Hysteria in the Age of Reason”
- Elizabeth Stephens and Peter Cryle – “Eugenics and the Normal Body: The Role of Visual Images and Intelligence Testing in Framing the Treatment of People with Disabilities in the Early Twentieth Century”

Recommended Reading:

- Licia Carlson – “Cognitive Ableism and Disability Studies: Feminist Reflections on the History of Mental Retardation”

Art Example:

- Brad Isaacs - *The Map of the Empire* (2016); *Tell Me About Your Mother* series (2014)

Terms (optional):

- Sander L. Gilman – “Madness”
- Sayantani DasGupta – “Medicalization”
- Licia Carlson – “Institutions”

W8/Mar 2: Constructing Race and Body Ownership*Required Readings:*

- Warren Cariou – “The Exhibited Body: The Nineteenth-Century Human Zoo”
- Anne Fausto-Sterling – “Gender, Race, and Nation: Comparative Anatomy of ‘Hottentot’ Women in Europe, 1815-1817”
- Coco Fusco – “The Other History of Intercultural Performance”
- Cynthia Wu – “Labor and Ownership in the American South”
- Benjamin Reiss – “P.T. Barnum, Joice Heth, and Antebellum Spectacles of Race”

Recommended Readings:

- Sami Schalk – “Introduction,” *Bodyminds Reimagined: (Dis)ability, Race, and Gender*

Art Examples:

- Brett Bailey – *Exhibit B* (2010-2016)
- Coco Fusco and Guillermo Gómez-Peña – *Two Undiscovered Amerindians Visit the West* (1992-1993)

Terms (optional):

- Lennard J. Davis – “Diversity”
- Allison Carey – “Citizenship”
- Nirmala Erevelles – “Race”

W9/Mar 9: ‘Enfreakment’ and the Historical Sideshow*Required Readings:*

- Pascal Blanchard, Nicolas Bancel, Gilles Boëtsch, Éric Deroo, and Sandrine Lemaire – “Human Zoos: The Greatest Exotic Shows in the West”
- Rosemarie Garland-Thomson – “The Spectacle of the Extraordinary Body”; “Making Freaks: Visual Rhetorics and the Spectacle of Julia Pastrana”
- Anna Kérchy and Andrea Zittlau – “Introduction,” *Exploring the Cultural History of Continental European Freak Shows and ‘Enfreakment’*
- Jane Nicholas – “Monsters and Freaks: Exhibitionary Culture and the Order of Things”

Recommended Readings:

- Eli Clare – “Freaks and Queers”

Art Example:

- Mothmeister – Revelations Behind the Mask | Mythological Entropy
- Mothmeister – *miscellaneous examples*

Terms (*optional*):

- Leonard Cassuto – “Freak”
- Georgina Kleege – “Visuality”

W10/Mar 16: Mermaids, ‘Missing Links,’ and the Dehumanization Process

Recommended Readings:

- Skye Anicca – “Crippling the Mermaid: Borderlands Approach to Feminist Disability Studies”
- Beatrice Laurent – “Monster or Missing Link? The Mermaid and the Victorian Imagination”
- Cynthia Barounis – “Special Affects: Mermaids, Prosthetics, and the Disabling of Feminine Futurity”
- Nigel Rothfels – “Aztecs, Aborigines, and Ape-People: Science and Freaks in Germany”

Recommended Readings:

- Miranda Niittynen – “Interspecies Blendings and Resurrections: Material Histories of Disability and Race in Taxidermy Art”

Terms (*optional*):

- Michael Bérubé – “Representation”
- Ani B. Satz – “Vulnerability”

W11/Mar 23: Modern Eugenics and Taxidermic Bodies

Required Readings:

- Donna Haraway – “Teddy Bear Patriarchy”
- Anna Stubblefield – “‘Beyond the Pale’: Tainted Whiteness, Cognitive Disability, and Eugenic Sterilization”
- Fatimah Tobing-Rony – “Taxidermy and Romantic Ethnography”
- Pauline Wakeham – “Tracking the Taxidermic”

Terms (*optional*):

- Rebecca Garden – “Ethics”
- Rosemarie Garland-Thomson – “Eugenics”
- Janet Lyon – “Modernity”

W12/Mar 30: Unburial Bodies and Repatriated Human Rights

Required Readings:

- Neil Parsons and Alinah Kelo Segobye – “Missing Persons and Stolen Bodies: The Repatriation”
- Connie Rapoo – “‘Just Give us the Bones!’: Theatres of African Diasporic Returns”
- Andrea Smith – “Native Studies at the Horizon of Death: Theorizing Ethnographic Entrapment and Settler Self-Reflexivity”
- Pauline Wakeham – “Repatriation’s Reminders”

Art Examples:

- Kent Monkman - *The Rise and Fall of Civilization*, 2016
- Dana Claxton - *Buffalo Bone China*, 1997

Terms (*optional*):

- Denise M. Nepveux – “Activism”
- Lisa Cartwright – “Affect”

- Kathryn Linn Geurts – “Senses”
- Maya Sabatello – “Rights”

Final Papers Due

W13/Apr 6: Disability, Illness, and the Narrative of ‘Cure’

Required Readings:

- Rachel Adams – “Choosing Disability, Visualizing Care”
- Stella Bolaki – “Challenging Invisibility, Making Connections: Illness, Survival and Black Struggles in Audre Lorde’s Work”
- Susan Sontag – excerpts from *Illness as Metaphor*
- Jasbir Puar – excerpts from *The Right to Maim*

Non-profit Group:

- Pink Concussions

Art Example:

- Wangechi Mutu – *This You Call Civilization?* and *Exhuming Gluttony: A Lover’s Requiem* (2006); Howl (2006); other miscellaneous artworks

Terms (optional):

- Jill C. Anderson – “Accident”
- G. Thomas Couser – “Illness”
- Susannah B. Mintz – “Invisibility”
- Marth Stoddard Holmes – “Pain”
- Gary L. Albrecht – “Rehabilitation”

W14/Apr 13: Extraordinary Bodies in Art

Required Readings:

- Ann M. Fox and Joan Lipkin – “Res(crip)ting Feminist Theater through Disability Theater”
- Cassandra Jackson – “Visualizing Slavery: Photography and the Disabled Subject in Art of Carrie Mae Weems”
- Disability History Exhibit
- Viji Kuppam – “Crippin’ Blackness: Narratives of Disabled People of Colour from Slavery to Trump”
- Sophia Smith Galer – “How Black Women were Whitewashed by Art”

Art Example:

- Claire Cunningham – various performances and choreography
- Carrie Mae Weems – Miscellaneous examples
- Extraordinary Bodies, UK – “What Am I Worth?”
- Kinetic Light

Terms (optional):

- Michael Davidson – “Aesthetics”
- Petra Kuppens – Performance
- Ellen Samuels – Passing

Course Policies:

Active Online Participation: Students are expected to read all readings and screen/view artistic/video examples before classroom discussion. Expectation is that students will critically engage with all assigned course materials before scheduled class date.

Academic Integrity: Students are expected to know Lakehead University's policy on plagiarism and academic dishonesty. Lakehead University's policy on academic dishonesty can be found at the following url: <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>

Policy on Missed/Late Assignments: Students are required to submit all assignments on the assigned due date. If accommodations are needed for an assignment, students should make arrangements with the instructor ahead of time otherwise late assignments will be penalized 2% for each day (including weekends) that the assignment is late.

- Late work will not be accepted after two weeks from the due date unless there are extreme extenuating circumstances.
- Arrangements can be made for accessibility needs regarding due dates. Please make sure to sort out arrangements with the instructor prior to the due date

Email Etiquette:

All correspondence should be polite, respectful, and professional. Email inquiries must include:

- a salutation (i.e. "hello", "dear", "To", etc.) and **the course code WOME 4110**
- a detailed question, or polite request
- a signature (i.e. your name). Emails that do not follow this format will be discarded.
- *Before* you email a question, be sure to read the course syllabus to see if you can find the answer there.
- If you have to discuss an in-depth issue, please email the instructor and make an appointment during office hours or request a meeting time that works for both you and the instructor.

Every effort will be made to respond to emails within 48 hours (excluding weekends). If you have not received a response after 48 hours, please send a polite reminder as sometimes emails can get lost in the shuffle.

Copyright

© Instructor-generated course materials (e.g., lectures, audio lecture, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

As the university policy stipulates:

"In the course *Extraordinary Bodies: Race, Disability, and Feminism, WOME 4110 WA / SOCJ 5011 WDG*, in the context of remote instruction and participation, video, and audio recordings of class activities will be made to ensure students' and instructors' easy and comprehensive access

to those activities. The recordings are confidential and are intended only for the use of the course students and instructors. They may otherwise not be used or disclosed. During recording, to protect others' privacy, each student should ensure that no one else is present in the location where they are being recorded without that non-student's consent. The recordings are made under the authority of sections 3 and 14 of *The Lakehead University Act, 1965*. Questions about the collection of the images and sounds in the recordings may be directed to Dr. Elizabeth Birmingham the Dean of Social Sciences and Humanities, BB 1072D, Lakehead University Campus, (807) 343-8167."

Submitting Assignments:

All assignments that are submitted by email must include the students name and be in docx formatting (Microsoft word). Please send essays with document title: Last Name, First Initial – Assignment Name (ex., Niittynen, M – Short Essay).

Lakehead University Resources:

Lakehead University offers a number of resources for students who need additional accessibility and resources for their individual learning. "Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible." For more information on these services contact Student Accessibility Services.

Student Accessibility Services:

<http://studentaccessibility.lakeheadu.ca>

Office: SC0003

Tel., 343-8047

Email: sas@lakeheadu.ca

Other LU Resources:

Student Success Centre:

<https://www.lakeheadu.ca/current-students/student-success-centre>

Academic Support Zone / Writing Tutors:

<https://www.lakeheadu.ca/students/academic-success/student-success-centre/academic-support-zone>

Tutoring and Peer Assistant Learning:

<https://www.lakeheadu.ca/academics/academic-support/tutoring>

Student Health and Counselling:

<https://www.lakeheadu.ca/current-students/student-services/tb/health-and-counselling>

Aboriginal Cultural and Support Services:

<https://www.lakeheadu.ca/current-students/student-services/tb/aboriginal-services>

Pride Central:
<http://pride.lusu.ca/>

Gender Equity Centre:
<http://gic.lusu.ca/>

