Feminist and queer theories have constantly challenged the figure of the white, heterosexual, middle-class, and able-bodied “man” as the universal human subject. This course probes the production, maintenance, and alteration of the boundary of “man,” approaching it as a performative measure for human engagement with the non/human – both non-human others (such as animals and machines) and the others within the human (such as infra-humans and the inhumanity of humans). In this light, we will discuss how humanity’s relationships with its others are interlaced with the various forms of difference and of power relations, such as sex/gender, sexuality, race, and disability, as well as capitalism and political ecology. However, the course does not adopt the essentialist assumption of shared abjection among women (and other marginalized human groups) and non-human others. Instead, it interrogates the complex matrix in which these relationships are shaped. The course addresses a variety of persistent and emergent topics, such as the (post)human dystopia, Darwin and evolution, technologies of bodies, and artificial intelligence, as well as the racial and geopolitical contours of trans-species entanglements. Naturally, you’re invited to interdisciplinary conversations with posthumanisms, postcolonial criticisms, critical animal studies, disability studies, and critical ecologies.

Learning Outcomes

- Students will familiarize themselves with the critiques on the assumed concept of the human and the human-centrism, and their implications for gender studies in particular and critical theories in general.
- Students will practice creative and critical thinking through transdisciplinary conversations among various discourses including feminist theories, queer theories, eco-criticisms, animal studies, critical disability studies, and postcolonial critiques.
- Students will engage with these theories to re-examine a variety of challenges in the contemporary world, especially those concerning posthuman(ist) phenomena.
- Students will improve their skills in analytic reading and writing, verbal discussion, and other forms of presentation.

Requirements
1. Attendance and Participation (20%): Please complete the reading and screening assignment each week, and be prepared for class discussion. Curiosity, humility, generosity, respect, and risk-taking are expected for our collective journey. Attendance is mandatory. You are strongly advised to obtain official documents for absences due to medical problems, is applicable. Missing a class without an official document will negatively affect your grade, and missing more than three classes might result in failing the course. Lateness can negatively affect your grade, too. If you are late, please notify me of your attendance after class.

2. Moodle Posts (20%): You are required to write two posts on the course website (each around 400-500 words) about the texts assigned for the next class. Please read the guidelines for the details.

3. Final Conference (25%): Toward the end of the semester, you will give a presentation that is directly relevant to your upcoming final paper (15%). You are welcome to present the work-in-progress that you are developing into the paper. You may also present a media, art, or performance project that will be complemented by the paper. The point of the final conference is to share your work and offer collective input into each other’s projects. Therefore, your verbal and written responses to fellow students’ presentation are also important contributions to the conference and will be factored into the grade (10%).

4. Term Paper (35%): You will write a term paper (2700-3300 words) on the topic of your choice related to texts we’ve discussed throughout the course. The term paper is not a standard research paper, and should demonstrate conceptual, methodological, and epistemological engagement with the course materials and discussion.

Course Policies and Logistics

1. We are all responsible for creating an environment where all participants can fully engage with and pay attention to each other. Please arrive on time, and turn off or silence all cell phones before class begins. Please, know that vibration can be disturbing to others, too. You may use tablets and laptops only to refer to the course materials, but please turn off the Internet connection in class. Cell phones are not allowed even for the purpose of reading. There is a no-recording policy during class discussions. However, if you need any device for disability-related (or other comparable) reasons, you’re welcome to use it; but please let me know in advance.

2. Office Hours: You are welcome to visit during my office hours. These meetings are good time to consult about classroom discussions, assignments, and texts, and share any thoughts you have related to the course. If you come up with an idea for your thesis or other research project relevant to the course, it would be my pleasure to discuss it. Feel free to come in small groups as well as individually.

3. I’ll be communicating with you by e-mail during the term, and you’re expected to follow up what is in those emails. You may write me at YoonH@ceu.edu; please use the subject line “[Non/Human]” or there is a good chance that I’ll loose your email.

4. If you have any disability-related access needs, please discuss them with me ASAP. Access needs can be shared with the class without shame. We, as a learning community, will try to support each other’s access needs.
Preliminary Schedule & Selected Texts

**Week 1. Gathering**

**D 1** Course Introduction
- Julie Livingston and Jasbir K. Puar, "Interspecies," *Social Text* 29. 1/106 (2011)*

**D 2**

**Week 2. Representation, Knowledge, and the Other**

**D 1**

**D 2**

**Week 3. Biopolitics and the Measure of Life**

**D 1**

**D 2**

**Week 4. Transbiology and Cybernetics**

**D 1**

**D 2**
- Shelleen M. Greene, "Bina 48: Gender, Race, and Queer Artificial Life," *ADA: A Journal of Gender, New Media, and Technology* 9 (2016)

**Week 5. The Inhuman, Difference, and Becoming**

**D 1**

**D 2**

**Week 6. The Anthropocene and Queer Ecologies**

**D 1**


More materials in queer plant studies TBA

**Week 7. Albatross: Or, Water and Plastic**

D 1 • Chris Jordan dir., *Albatross* (in-class screening and discussion)

D 2 (Discussion on *Albatross*)

**Week 8. Intersectional Cartographies**


• Harlan Weaver, “’Becoming in Kind’: Race, Class, Gender and Nation in Cultures of Dog Rescue and Dog Fighting,” *American Quarterly* 65.3 (2013).


• Anna Tsing, “Mushroom Companion Species,” *Environmental Humanities* 1 (2012) or a chapter from her book

**Week 9. Beast, Cyborg, Crip**


• Sunaura Taylor’s portfolio on her website: [http://www.sunaurataylor.org/](http://www.sunaurataylor.org/)

(Final Conference Prep Groups 1, 2)


(Final Conference Prep Groups 3, 4)

**Week 10. Why Do Dolls Die?**

D 1 • *Lars and the Real Girl* (in-class film screening)


**Week 11. Final Conference**

D 1 Final Conference Group 1

D 2 Final Conference Group 2

**Week 12. Final Conference**

D 1 Final Conference Group 3
Final Conference Group 4

Final Paper Due TBA