Description
The course provides an examination of the concept of performativity and its significance in Gender Studies. The course traces its development in speech act theory, deconstruction, and its introduction to feminist and queer inquiry in the work of Judith Butler and Eve Kosofsky Sedgwick and contemporary continuation in feminist new materialism. As part of this trajectory, we will who look at ways in which performativity helps us better understand the political and cultural legacies at work in our modern constructions of essentialized gendered identities.

Learning outcomes: Students will be familiar with the development and the genealogy of the concept of performativity in in feminist and queer theory and develop an introductory competence in how this genealogy influenced subsequent scholarship. The oral and written assignments help students to improve their skills to articulate their thoughts as academic questions and problems and to make scholarly arguments.

Requirements
Class participation: You are required to attend class consistently. Please come to class having read, and bringing with you, the assigned texts. Your active participation (listening as well as speaking) will be expected. Generally, the more active class participation is in a class, the more intellectually stimulating it becomes, so I hope that you will always share your thoughts during discussion. You may miss one class without formal documentation of illness or any other case of vis major. Please let me know in advance if you know you won’t come to class.

Discussion questions: Every student will be responsible for preparing 2 questions which are relevant for the text’s general purposes and argument (the questions may also touch on previous texts we read in the course) for group discussions in class. You will be required to submit your question on the course’s e-learning site 2 days prior to class discussion.

Written assignments:
During the semester, you are required to write three analytic response papers on the weekly readings. It’s up to you which weeks you write your three responses, but the first text response should be submitted by Week 4.
Guidelines for Analytic Response Papers

An AR paper is around **800-1000 words** long, and should be posted on the course e-learning site by **4 am on the day of the relevant class**. Papers should be posted in student folder for the corresponding week of discussing the text.

Below are the detailed guidelines for analytic response papers.

The purpose of the assignment is to create a space for you to think about the texts, and to articulate your questions, interpretations, and critiques. These papers will also help you to prepare for class discussion, and may be shared with the class. You’re encouraged to read your classmates’ posts as well.

A response paper is expected to demonstrate your analytic engagement with the texts – more than simple summaries or criticisms based on an already-assumed position of truth and/or justice. There are several ways you can engage with this assignment. However, a strong analytic response often

(1), offers a close reading of a sentence, a phrase, or even a concept that intrigues you the most, and discuss how and why it intrigues you: how do you interpret the chosen part – what are the argument, the contingency, and the tension in this part, and how does this part relate to the main argument of the author, and what are its theoretical and political implications;

(2) begins with what is most confusing or difficult to grasp in the materials. Try to develop it into a discussion question; we might actually discuss it in class. Can you find any clue in the text? What would be your hypothetical response to your own question, based on that textual clue?;

(3) develops a point based on analyses interrogating the implicit argument, the contingency, the tension, and the potential of the identified element(s) in the text, discussing their theoretical and political implications.

In this light, I’d like to push you to dwell upon the given materials for close and attentive engagement – and for that reason, please avoid drawing upon outside material.

While an analytic response paper is less formal than a typical research paper, it should nonetheless be taken more seriously than a usual reaction paper.

An analytic response paper will be graded based on the following criteria: relevance to the text, critical and creative analyses, thoughtful and critical reflections, and stylistic performance. Also, the progress you’ve made during the course will be factored into the grades.

**Please make sure** your paper has a title, it has your name on it, it has page numbers and includes the word count.
Grading:
Attendance and participation: 10%
Discussion questions: 15%
Reaction paper: 25% each

Note on extensions: If you need an extension on any of the deadlines except for posting discussion questions, email me at least two days prior to the deadline (I will most likely grant an extension). I may not honor requests that come in last minute. I will most probably not honor requests about the deadline for giving peer feedback. I cannot guarantee extension for posting discussion questions. Posting late may lower your grade for that assignment.

Note on plagiarism: It is your responsibility to make sure that your written work does not include any plagiarism (make sure you clearly mark your notes including quotations for yourself in order to avoid accidentally pasting them in your text). Any assignment which is found containing plagiarism will receive an F with no possibility of rewriting and you’ll receive an email notification of the problem. Any recurrence may result in failing the course.

Electronic policy:
Please don’t use your laptops in class. I ask you to bring your readings in hard copy and take notes by hand on paper. You can find several articles online justifying this, here are a few (and please note the irony):
http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away
https://www.scientificamerican.com/article/students-are-better-off-without-a-laptop-in-the-classroom/
https://teachingcenter.wustl.edu/2015/08/laptop-use-effects-learning-attention/
https://www.scientificamerican.com/article/reading-paper-screens/
http://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away

Concerns
If you have a concern regarding any part of the above syllabus, including especially the fulfilment of course requirements, please email me for an appointment before the end of the registration period so that we can discuss the possibilities of accommodating these concerns.
Schedule:

Week 1:
Introduction of the course

Week 2:
Recommended: lectures VIII and IX

Week 3:

Week 4:

Week 5:
Butler continued.

Week 6: TBA

Week 7
David Halperin: “The Democratic Body: Prostitution and Citizenship in Classical Athens,” in *One Hundred Years of Homosexuality and Other Essays on Greek Love* (New York: Routledge, 1990), pp. 88-113

Week 8:
**Week 9:**


**Week 10:**

**Week 11:**

Recommended: Elizabeth Grosz: “Darwin and Feminism: Preliminary Investigations for a Possible Alliance” in Material Feminisms, eds. Stacy Alaimo and Susan Hekman (Bloomington and Indianapolis: Indiana University Press, 2008), 23-52


**Week 12:**

This syllabus is subject to change.