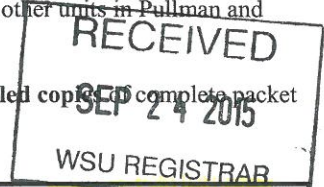


Washington State University
MAJOR CURRICULAR CHANGE FORM -- NEW/RESTORE COURSE

- ☐ Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- ☐ Obtain all required signatures with dates.
- ☐ Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- ☐ Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.



Requested Future Effective Date: Fall 2016 (term/year) Course Typically Offered: Every 3 semesters

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **February 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

☒ **New Course**

☐ Temporary Course

☐ Restore Course

AMER ST

529

Cultural Politics of The Body

course subject/crosslist

course no.

title

3.0 (3.0 -) Graduate standing

Credit hrs

lecture hrs

lab or studio

prerequisite

per week

hrs per week

Description for catalog: An interdisciplinary investigation of the historical, sociopolitical, biotechnical, and economic materialities of the human body within and across an array of identity categories

Additional Attributes: Check all that apply.

☐ Crosslisting (between WSU departments)*

☐ Conjoint listing (400/500): _____

☐ Variable credit: _____

☐ Repeat credit (cum. max. hrs): _____

Special Grading: ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only); ☐ H, S, F (PHARMACY, PHARDSCI only)

☐ Cooperative with UI

☐ Other (please list request): _____

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)

☐ Request to meet UCORE in _____ (Must have UCORE Committee Approval >> See instructions.)

☐ Special Course Fee _____ (Must submit request to University Receivables.)

Contact: Lisa Guerrero Phone number: 335-4182 Campus mail code: 4010

Email: laguerre@wsu.edu Instructor, if different: Michael Johnson, Jr.

DLL 8-21-15 Dean Rodriguez 9/9/15
Chair/date Dean/date

All-University Writing Com / date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date

GSC or AAC Approval Date

Faculty Senate Approval Date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

Rationale

In broader terms, the graduate program in American Studies is seeking to expand our course offerings for graduate students. We have realized that our current curriculum, while serving many fundamental needs of the students in our program, would benefit from the addition of several new courses. Collectively, these new courses: Writing and Research in American Studies, Cultural Studies, The Body, and The Neoliberal University will provide two important things to the program generally, and the students specifically.

1. They will invigorate the curriculum which, with the exception of the revisions made to the Core courses several years ago, has not been grown in many years. The relatively small number of permanent American Studies courses to choose from results in our reliance on “Topics” courses to inconsistently cover important ideas that are central to the field. Making some of these topics permanent will allow more students to gain these useful experiences, have more exposure to a diversity of American Studies graduate faculty within the classroom, and be able to fill out their programs of study with more department-specific courses.
2. They reflect important scholarly and professional trends in the field of American Studies which will put our students in a stronger position on the job market and will fortify our position amongst peer graduate programs in the field.

Specifically, The Body offers students the opportunity to critically investigate an important theoretical intervention into the sociocultural and biotechnological formulations of our most significant mode of existence as a species – our physical embodiment. At the forefront of scholarly debates over “post-humanism” are discussions about what physicality means cognitively, metaphysically, socially and politically. This course provides students with analyses about the ways in which our physical selves operate as social entities with personal sovereignty in accordance with strictly regulated, and geographically distinct cultural practices. By its conclusion this course will advance student understanding about these issues while critically interrogating examples of non-normative, transitory or non-physical bodies which exert and persuasively communicate social meaning and value both to society and self. Much of the work produced in the field of American Studies, as well as in the interrelated fields of Ethnic and Women’s Studies, (the primary fields of inquiry that make up faculty interest, curricular focus, and student interest in the American Studies graduate program), focus on issues of the body both implicitly and explicitly. This course provides a unique and productive opportunity for students to broaden the ways in which they engage with these growing trends in their scholarly fields, and to conceive of their own research and intellectual interrogations.

Impact: As with all of the courses offered in the American Studies graduate curriculum, the teaching is covered by the faculty of the Critical Culture, Gender, and Race Studies department as part of the regular teaching load. There is no impact to other units in Pullman or other WSU campuses.

Cultural Politics of The Body

AMST 529

Fall 2016, 3 Credit Hours

Wednesday 1:10 – 4:10PM, Todd Hall 204

Michael Johnson Jr., Ph.D.

Office: Wilson-Short 107A

Office Hours: 12:00 – 1:00PM Wednesdays and by appointment

Email: mjohnso9@wsu.edu

Course Description

This course investigates the historical, sociopolitical, biotechnological and economic materialities of the human body across a wide range of identity categories. To begin we look to prevalent sociocultural discourses of what embodiment means at the level of the physical. Then we will examine how our physical selves, operate as social entities with personal sovereignty and autonomy in accordance within strictly imposed and enacted cultural practices. Next we look to counter-hegemonic examples of non-normative, transitory or non-physical bodies which exert disciplinary forces upon identity formation for discrete social groups in American society. Finally we conclude our examination with close attention to the emerging areas of biotechnological evolution and the political economic, ethical and moral consequences of post-human development.

Required Texts

Braidotti, Rosi. 2013. *The Posthuman*. Columbia University Press

Harris, John. 2010. *Enhancing Evolution: The Ethical Case for Making Better People*. Princeton University Press.

Lemke, Thomas, Monica Casper, and Lisa Jean Moore. 2011. *Biopolitics: An Advanced Introduction*. New York University Press.

Martin, Emily. 2001. *The Woman in the Body: A Cultural Analysis of Reproduction*. Beacon.

Moore, Lisa Jean, and Mary Kosut. 2010. *The Body Reader: Essential Social and Cultural Readings*. New York: New York University Press.

Salamon, Gayle. 2010. *Assuming a Body: Transgender and Rhetorics of Materiality*. Columbia University Press.

Texts are available for purchase at The Bookie.

Course Policies

Academic Etiquette: Class will begin promptly at 1:10PM. Arriving late or leaving early, without permission from me well in advance, is not acceptable. Your participation in this course is predicated on principles of reciprocal respect, tact, courtesy, and professionalism. In order for us to learn from each other, we have to allow each other to make mistakes and to offer unpopular positions for debate. However, name-calling and other forms of verbal harassment will not be tolerated and will result in students being asked to leave the class¹.

Email: I encourage students to be in close contact with me and those who elect to contact me by email, please remember to include the following: (1) a salutation, (2) your class abbreviation in the subject line, (3) a precise description of your concern, issue, etc. Every attempt is made to respond to student emails within 24hrs of receipt, but emails received on vacation days or Fridays may not be replied to until the following Monday.

Cell Phones and Other Electronic Devices: Please turn off your cell phones *before* entering the classroom! Do *not* wear headphones, earbuds, etc. in the classroom. Students are both allowed and encouraged to use laptops and or tablets judiciously – meaning if you're caught doing anything other than assigned work, taking notes, etc. your participation grade will suffer.

Academic Integrity: In all instances, you must do your own work. There is no excuse for plagiarism, or for submitting another's work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. You are encouraged to read *WSU's Academic Integrity Policy*. Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, *at my sole discretion*.

Disability Accommodation: Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center.

Campus Safety Plan/Emergency Information: In the interest of campus safety and emergency procedures, please become familiar with the information available on the following websites: (1) <http://safetyplan.wsu.edu> (Campus Safety Plan); <http://oem.wsu.edu/emergencies> (Emergency Management Plan); and (3) <http://alert.wsu.edu> (WSU Alert Site).

¹ Such request will also necessarily count as an absence

Course Requirements

Attendance and Participation: Attendance is required and because you have enrolled in this course I assume that you are interested in the material and want to be here. Therefore I expect you to assume responsibility for your education. I will take attendance *every* class and those students who arrive *after* attendance has been recorded will be marked absent. ***Thus, lateness equals an absence.*** This rule applies to all 'unexcused' absences (not involving sponsored university events or excused medical absences).

In the absence of a legitimate excuse that the instructor approves of in advance, late assignments are not accepted. Makeups are at the discretion of the instructor. Incompletes will only be awarded upon convincing proof of a serious emergency, subject to my discretion.

Course Assignments

Participation (150pts): Your contributions to class discussion are assessed based ***not on quantity but quality***; e.g. moving the discussion forward in new directions while linking theoretical concepts to tangible examples. Student participation grade is generally comprised of ***exclusively*** my critical assessment of your contributions to the course's progress. This determination is based on two objective criteria; *first* the frequency (e.g. regularity) of your comments and *second*, (and more importantly) the quality of those comments.

Critical Analysis (100pts) For this assignment, each student will be responsible for the summary and analysis of at least one chapter, article, film or other textual source per class meeting, used over the course of the semester. Student's performance will be assessed in their summary and presentation according to: (1) Sophistication of analysis or critique, (2) Ability to lead discussion and solicitation of questions, (3) Use of audio/visual and supplementary aids, handouts, etc. that augments their analysis.

Research Paper (250pts): You will author a research paper of no less than 20 pages, on a subject of your choice related to the content of the course. The paper will conform in all respects to the standard conventions of writing, e.g. 1" margins, Times New Roman 12 pt. font, double spaced, an attached Bibliography of scholar sources, etc. Students are to submit their work via email in Microsoft Word format; the date recorded in there will be the official receipt date.

Learning Objectives Rubric

LOCs	Method	Assignment
Identify, analyze, and address the specific structural location of cultural issues and debates regarding our physical selves	Read and interpret texts and/or data from a variety of disciplines, historical periods, and cultures	Chapter Summaries: Braidotti, Ch. 1-3; Harris, Ch. 1,2,4; Lemke et al in its entirety; Moore et al in its entirety; Salamon, Ch. 1-4, 6-8
Demonstrate the appropriate use of the concepts, methods, and materials that will foster an integrative approach to learning about American culture and society, past and present	Locate, analyze, and interpret information from a wide range of materials, including scholarly, archival, qualitative, and quantitative materials	Completed Annotated Bibliography; Preliminary Paper Synopsis; First Draft, Final Paper
Demonstrate a comprehension of and appreciation for the cultural diversity of the American experience, particularly across the issues of class, ethnicity, gender, religion, and race	Critically investigate discrete sociological, economic and political theories of physicality, biotechnologies and the ethics and morality of post-humanism	Class Discussion; Student presentations; Final Paper
Connect cultural knowledge to everyday life and practices	Interrogate the connection between theory and activism	Chapter Summaries Class Discussion
Independently develop an analysis of culture through oral and written modes of communication	Speak intelligently about, and successfully defend one's insights in discussions and/or formal presentations; compose research prose in conformity with standard conventions of academic writing	Class Discussion; Student Presentations; Final Paper

Grading Scale (in points)

100.0 – 93.5 = A
93.4 – 89.5 = A –

Suggests that a student's work is outstanding to excellent; the student's work reflects an engaged comprehension of the course content and shows thoughtful insight into the complexities of the course. Student shows an attentive engagement with the course.

89.4 – 86.5 = B+
86.4 – 83.5 = B
83.4 – 79.5 = B–

Suggests that a student's work is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material. Occasionally, the student's work doesn't go the extra step in critical analysis.

79.4 – 76.5 = C+
76.4 – 73.5 = C
73.4 – 69.5 = C–

Suggests that a student's work is adequate; the student's work reflects a fair, but essentially disengaged, grasp of the course material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Student's work is un- or underconsidered and unclearly written.

69.4–59.5=D
59.4–0.0=F

Suggests that a student's work shows some, but very little effort; the student's work does not reflect a comprehension of the course material, is disengaged, or reveals a lack of reading, attention, and/or attendance.

1/14	Introduction and Syllabus Review
1/21	What is a Body? <i>The Body Reader</i> , Chapters 1,5, 7, 9, 10, 11, 13, 16, and 18
1/28	What is a Body? Continued... <i>The Body Reader</i> , Chapters 15, 17, 21
2/4	The Body and Social (Dis)order <i>The Woman in the Body</i> , Chapters 1, 2, 3
2/11	Transgender Materialities <i>Assuming a Body</i>
2/18	Biopolitics <i>Biopolitics</i> , Chapters 1, 2, 3, 6,
2/25	Bodies and Identities <i>The Woman in the Body</i> , Chapters 9, 11
3/4	Normal Bodies, or Not <i>The Woman in the Body</i> , Chapters 4, 6
3/11	Bodily Ability/Disability <i>Enhancing Evolution</i>
3/18	Bodies in Health and Dis-Ease/Bodily Mobility and Embodied Physicality <i>Enhancing Evolution</i>
4/1	Bodies and Technologies <i>The Posthuman</i>
4/8	Posthumanity <i>The Posthuman</i>
4/15	Bodily Temporality – <i>Primer</i> (Film)
4/22	Bodies in Consumer Culture <i>Biopolitics</i> Chapters 5, 12
4/29	Body Ethics <i>Biopolitics</i> Chapters 10, 7, 8
5/6	Final Paper Due!