

COURSE SYLLABUS & SCHEDULE

Moral Politics

GWS 605
Fall 2010

Tuesdays, 6:30 – 9:00 pm
Cesar Chavez building, room 109

Dr. Adam Geary
Gender & Women's Studies Dept.
925 North Tyndall Ave., room 109
www.u.arizona.edu/~ageary

Office Hours
by appointment
phone: 621-2166
ageary@email.arizona.edu

Course description:

- What does it mean to say that certain scientific, medical and social norms are “moralistic,” rather than objective?
- What are the relationships between morality and theories of society, economy, and governance?
- How do moral norms and ethical practices affect formations of gender, sexuality, race and nation, particularly under conditions of neoliberalism?
- What do moralities feel like for those within, outside of, and proximate to their norms?
- Are ethics fundamentally religious, or are there non-religious ethical form(ul)ations?
- How do pietistic practices influence and challenge the concepts and experiences of subjectivity?

This course will engage the terms of morality, ethics, and pietistic practice as they appear in social and cultural analysis. Though often used in religion and religious studies, we will focus on how these terms are used in progressive and feminist analyses that may not be fundamentally about religion or religiousness. In other words, we will examine how ‘the moral’ is understood to function in ‘the social,’ ‘the cultural’ and ‘the analytical,’ rather than in the study of religion, per se.

Required course texts (available at Antigone's Bookstore):

1. Michel Foucault, *The History of Sexuality: Vol. 1, An Introduction* (Vintage, 1990).
2. Michel Foucault, *The Essential Foucault*, eds. Paul Rabinow & Nikolas Rose (The New Press, 2003).

3. Saba Mahmood, *Politics of Piety: the Islamic Revival and the Feminist Subject* (Princeton, 2004).
4. Talal Asad, Judith Butler & Saba Mahmood, *Is Critique Secular? Blasphemy, Injury & Free Speech* (California, 2009).
5. Cindy Patton, *Fatal Advice: How Safe-Sex Education Went Wrong* (Duke, 1996).
6. Wendy Brown, *Regulating Aversion: Tolerance in the Age of Identity and Empire* (Princeton, 2006).

Additionally, we will read a number of articles and stand-alone chapters, which are posted on D2L.

Graded Requirements:

- Reading all assigned material prior to each seminar meeting;
- Attending and participating actively in each seminar discussion;
- Preparing opening questions/comments on a text for the seminar discussion, at least two times during the semester (more depending on enrollment);
- At least 10 short, analysis papers (2-3 single-spaced pages) on a reading or set of readings from a seminar meeting (may include those that you lead), due on the Saturday after that reading; and
- A 10-15 pp. Seminar Paper that expands upon one of your short papers and develops a theme or line of analysis from the materials of the course. Students are encouraged to meet with me at or before mid-semester to discuss ideas for this paper. The paper is due no later than 12 noon, Thursday, December 16th.

Grade Distribution:

- | | |
|-------------------------------|-----|
| • Preparation & Participation | 10% |
| • Leading seminar discussions | 20% |
| • 10 short, analytical papers | 50% |
| • Seminar Paper | 20% |

Course Policies and Expectations:

Enrollment in this class constitutes your agreement to these and all University student policies.

1. *Course Readings:* Assigned readings are to be completed on the day they are assigned, and you are expected to **have the assigned text with you in class** on the days that it is being discussed.

2. *Attendance:* Regular and timely attendance is expected and will be factored into your course grade. The following exceptions apply:
- All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion; and
 - Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

In order to receive credit, you must make appropriate arrangements with the Dr. Geary before the absence.

3. *Email:* It is my policy to respond to email messages **only if** they are addressed and signed properly, with at least passable grammar. In general, email should be restricted to simple, yes-no questions or emergency information. Questions requiring extensive answers should be reserved for the classroom or addressed to me during office hours. Additionally, normal turn-around time for email from me may be as long as 48 hours.
4. *Academic Integrity – Plagiarism:* Plagiarism is using the ideas or words of someone else without acknowledging them as the other person's. Plagiarism on any assignment is grounds for a **failing grade for the course**. You are encouraged to read the University's policy on plagiarism and academic integrity in the Code of Academic Integrity: <http://deanofstudents.arizona.edu/codeofacademicintegrity>. Additionally, there are a number of plagiarism training links available through the University Library's website: <http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>.
5. *Classroom Behavior:* The following, normative expectations hold for this class. I reserves the right to ask you to leave the class if you routinely or egregiously flout them.
- You are bound by the Student Code of Conduct. Please familiarize yourself with it: <https://azregents.asu.edu/rrc/Policy%20Manual/5-308-Student%20Code%20of%20Conduct.pdf>.
 - *Timeliness:* As a rule, you are expected to arrive and seat yourself in the classroom at or before the official beginning of the class period. Additionally, you are not to depart or prepare to depart prior to the official end of the class period.
 - Cell phones, pagers, instant-messaging programs, and all other communications devices **must be turned off or silenced** during the period of the class.
 - *Threatening Behavior:* All forms of threatening behavior are in violation of the Student Code of Conduct and are unwelcome in this class. Threatening behavior will result in your immediate removal from the class, and you will have to petition me to be re-instated. See the University's policy on threatening behavior: http://deanofstudents.arizona.edu/safety_related_policies.
 - *Sexual Harassment:* Sexual harassment, including but not limited to threatening behavior, is also in violation of the Student Code of Conduct and unwelcome in the class. Sexual harassment may result in removal from the class, at which point you would have to petition me to be re-instated. See the University's policy on sexual harassment at http://equity.arizona.edu/non-discrimination_anti-harassment.

6. *Disabilities Accommodations*: Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center. If you qualify for services through DRC, bring your letter of accommodations to me as soon as possible.

Notice:

The information contained in this syllabus, other than grade and absence policies, may be subject to change with reasonable advanced notice, as deemed appropriate by the professor.

Course Schedule

Date	Readings
<i>Morality, Ethics & Subjectivity</i>	
24-Aug	<ul style="list-style-type: none"> • Introductions, Course expectations, etc. • Louis Althusser, "Ideology and Ideological State Apparatuses (Notes toward an investigation)," from <i>Lenin and Philosophy and Other Essays</i> (Monthly Review Press, 1971); retrieved from www.marxists.org/reference/archive/althusser/1970/ideology.htm.
31-Aug	<ul style="list-style-type: none"> • Michel Foucault, <i>The History of Sexuality, vol 1: An Introduction</i> (Vintage, 1990), Parts I - IV (pp. 1-131). • Foucault, "The Subject and Power," <i>The Essential Foucault</i>, eds. P. Rabinow & N. Rose (The New Press, 2003), pp. 126-144.
7-Sep	<ul style="list-style-type: none"> • Foucault, "Introduction" to <i>The Use of Pleasure: The History of Sexuality, volume 2</i> (Vintage, 1990), pp. 3-32. • Foucault, "Technologies of the Self," <i>Essential Foucault</i>, pp. 145-169. • Foucault, "On the Genealogy of Ethics," <i>Essential Foucault</i>, pp. 102-125. • Foucault, "The Ethics of the Concern of the Self as a Practice of Freedom," <i>Essential Foucault</i>, pp. 25-42. • review Althusser, "Ideology" and bring to class
<i>Breaking the Law</i>	
14-Sep	<ul style="list-style-type: none"> • Laura Kipnis, "Adultery," <i>Critical Inquiry</i> 24.2 (1998): 289-327. • Slavoj Zizek, "From Politics to Biopolitics ... and Back," <i>South Atlantic Quarterly</i> 103.2-3 (2004): 501-21. • Roland Barthes, "Session of February 18, 1978," from his <i>The Neutral: Lecture Courses at the Collège de France (1977-1978)</i>, ed. T. Clerc, trans. R. Krauss & D. Hollier (Columbia, 2005), pp. 1-21. • review Foucault, "Introduction" to <i>The Use of Pleasure</i> and bring to class • review Althusser, "Ideology" and bring to class

In, Around & Under the Norm

- 21-Sep
- Saba Mahmood, *Politics of Piety: The Islamic Revival and the Subject of Feminism* (Princeton, 2004).
- 28-Sep
- Lauren Berlant, "Cruel Optimism," *differences* 17.3 (2006): 20-36.
 - Lauren Berlant, "Nearly Utopian, Nearly Normal," *Public Culture* 19.2 (2007): 273-301.
 - Lauren Berlant, "Slow Death (Sovereignty, Obesity, Lateral Agency)," *Critical Inquiry* 33 (Summer 2007): 754-780.
- 5-Oct
- Douglas Crimp, "Melancholia and Moralism: An Introduction," from his *Melancholia and Moralism: Essays on AIDS and Queer Politics* (MIT, 2002), pp. 1-26.
 - Evelyn M. Hammonds, "Toward a Genealogy of Black Female Sexuality: The Problematic of Silence," from *Feminist Genealogies, Colonial Legacies, Democratic Futures*, eds. M.J. Alexander & C. Mohanty (Routledge, 1997), pp. 170-82.
 - David Marriott, "Bonding Over Phobia," from *The Psychoanalysis of Race*, ed. C. Lane (Columbia, 1998), pp. 417-430.

De-Moralizing? I. Secularism

- 12-Oct
- Janet R. Jakobsen & Ann Pellegrini, "Dreaming Secularism," *Social Text* #64 (2000): 1-27.
 - Talal Asad, Judith Butler & Saba Mahmood, *Is Critique Secular? Blasphemy, Injury & Free Speech* (California, 2009).

De-Moralizing? II. Objectivism in Science & Art

- 19-Oct
- Donna Haraway, "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective," *Feminist Studies* 14.3 (Fall 1988): 575-99.
 - Banu Subramaniam, "Archaic Modernities," *Social Text* #64 (2000): 67-86.
 - W.J.T. Mitchell, "What Do Pictures Want?" from his *What Do Pictures Want? The Lives and Loves of Images* (Chicago, 2005), pp. 28-56.

Moral Regulation: Biopolitics & Governmentality

- 26-Oct
- Foucault, *History of Sexuality, volume 1, Part V* (pp. 133-160).
 - Foucault, "Governmentality," *Essential Foucault*, pp. 229-45.
 - Foucault, "Omnes et Singulatim: Toward a Critique of Political Reason," *Essential Foucault*, pp. 180-201.
 - Foucault, "Security, Territory, and Population," *Essential Foucault*, pp. 259-62.
 - Foucault, "The Birth of Biopolitics," *Essential Foucault*, pp. 202-7.

- 2-Nov
- Graham Burchell, "Liberal government and techniques of the self," *Economy & Society* 22.3 (1993): 367-282.
 - Nikolas Rose, "Governing the Enterprising Self," *The Values of the Enterprise Culture: The Moral Debate*, ed. P. Heelas & P. Morris (Routledge, 1992), 141-64.
 - Barbara Cruikshank, "Revolutions Within: Self-Government and Self-Esteem," *Economy & Society* 22.3 (1993): 327-344.
 - Wendy Larner, "Post-Welfare State Governance: Towards a Code of Social and Family Responsibility," *Social Politics* (Summer, 2000): 244-65.
 - review Foucault, "Introduction" to *The Use of Pleasure* and bring to class
- 9-Nov
- M. Jacqui Alexander, "Redrafting Morality: The Postcolonial State and the Sexual Offenses Bill of Trinidad and Tobago," from *Third World Women and the Politics of Feminism*, eds. Mohanty, Russo & Torres (Indiana, 1991), pp. 133-52.
 - Ann Laura Stoler, "A Colonial Reading of Foucault: Bourgeois Bodies and Racial Selves," from her *Carnal Knowledge and Imperial Power: Race and the Intimate in Colonial Rule* (California, 2002), pp. 140-61.
 - Didier Fassin, "Another Politics of Life is Possible," *Theory, Culture & Society* 26.5 (2009): 44-60.
- 16-Nov
- Wendy Brown, *Regulating Aversion: Tolerance in the Age of Identity and Empire* (Princeton, 2006).

From Governmentality to Politics

- 23-Nov
- Janet R. Jakobsen, "Sex + Freedom = Regulation. Why?" *Social Text* 23.3-4 (Winter 2005): 285-308.
 - Cindy Patton, "Queer Space/ God's Space: Counting down to the Apocalypse," *Rethinking Marxism* 9.2 (Summer 1996/97): 1-23.
 - Slavoj Žizek, "Multiculturalism, or the Cultural Logic of Multinational Capitalism," *New Left Review*, #225 (Sept-Oct, 1997): 28-57.
- 30-Nov
- Cindy Patton, *Fatal Advice: How Safe-Sex Education Went Wrong* (Duke, 1996).
 - Lauren Berlant & Michael Warner, "Sex in public," *Critical Inquiry* 24.2 (1998): 547-66.

The Ethics of Critique

- 7-Dec
- Foucault, "Preface to The History of Sexuality, Volume II," *Essential Foucault*, pp. 58-63.
 - Eve Kosofsky Sedgwick, "Paranoid Reading and Reparative Reading," from her *Touching Feeling: Affect, Pedagogy, Performativity* (Duke, 2003), pp. 123-151.