



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences Department; School of Humanities, Arts & Cultural Studies; Prefix: WST; Number: 469; Title: Trash, Freaks, and Scum; Units: 3; Is this a cross-listed course? No; Is this a shared course? No; Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials: (Required)

Course description:

This course includes a variety of concepts relating to trash, ranging from actual trash, that is, garbage, waste, toxic sludge, pollution, and dirt, just as we will be tackling more abstract notions of trash, that is, knowledge produced on the fringe in circuses, amusement parks, "trailer trash" zones, freak shows, and the bodies of those marked as "Other" or different.

Requested designation: Social-Behavioral Sciences-SB

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 6, 2015

For Spring 2017 Effective Date: March 15, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

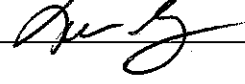
Name: Dr. Breanne Fahs; E-mail: breanne.fahs@asu.edu; Phone: (602)543-3313

Department Chair/Director approval: (Required)



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Dr. Louis G. Mendoza Date: 10/6/15

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> PSYCHOLOGY SOCIOLOGY </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY SOCIOLOGY	SYLLABUS
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	PSYCHOLOGY SOCIOLOGY				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
WST	469	Trash, Freaks, and SCUM	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course emphasizes radical writings from oppressed groups who want to imagine a different social world.	Syllabus course description
2	The vast majority of readings come from the social sciences, including psychology, sociology, anthropology, and social science-based work in women and gender studies.	Syllabus reading list
3a	The course emphasizes the knowledge base of the social sciences, particularly psychology, sociology, and social-science based work in women and gender studies	Syllabus reading list
4	The course includes a variety of items that emphasize a social science based perspective, particularly in addressing the sociological implications of global warming, production of trash, circulation of trash, and its attendant implications for social justice and gender/race relations	Syllabus reading list and table of contents

Women and Gender Studies 494/MAS 598/JHR 598
 Spring 2015, Session C course
 Mondays 4:30-7:15 PM
 Office: FAB N233 (602.543.3313)

Breanne Fahs, Ph.D.
 CLCC 256
breanne.fahs@asu.edu
 Office Hours: Monday 2:00-3:00 PM and by appt.

Course Assistant:
 Kimberly Koerth (email: kimberly.koerth@asu.edu),
 Office hour: Monday 1:30-2:30pm at Starbucks on West campus

WST 469 Trash, Freaks, and SCUM

(this permanent course number has been requested in ChangeMaker and also crosslists AMS 469, ETH 469)

This course has as its primary objective the examination of the possibilities inherent in “theorizing from the gutter,” that is, looking at the world not from a lofty (“Ivory Tower”) sort of place, but rather, from the slime, the muck, the dumpster, the trash heap, the wasteland, the discarded, and the downtrodden. The course takes its theoretical framework from a radical 1960s manifesto called SCUM Manifesto (by Valerie Solanas) and from the French feminist philosophies of Julia Kristeva, who theorized the abject as a relationship with the grotesque that reveals the deep-seated fear of death. In short, we will be using these two theoretical positions—different from each other in tone, affect, and style, but similar in the central principles of the works—to examine trash both abstractly and literally. We will be working through a variety of concepts in this course, ranging from actual trash, that is, garbage, waste, toxic sludge, pollution, and dirt, just as we will be tackling more abstract notions of trash, that is, knowledge produced on the fringe in circuses, amusement parks, “trailer trash” zones, freak shows, and the bodies of those marked as “Other” or different.

Trash, freaks, and SCUM is a course with multiple goals, but the primary goal is to understand the sorts of knowledges (self-knowledge, knowledge of the world, philosophies, radical reimaginings, affective connections, and so on) that can be produced from and within trash. This course asks: If, as Valerie Solanas suggests, SCUM is for “whores, dykes, criminals, and homicidal maniacs” and is largely aversive to polite society, what can be learned, seen, and experienced from that subjective position? Amidst trashy bodies, trashy words, trashy thoughts, and trashy sexualities, how are the self and the “Other” produced or demarcated? How is trash something that informs the core of race relations, gender relations, and the production of “freaky” bodies and “freaky” sexualities? How do we *know* something is of “trash,” and how are we *made* trashy as we occupy the fringe of society? What is at stake in examining trash from a “non-trashy” place such as academia? How might the homeless person, the downtrodden, the circus freak, the anorexic, or the white trash teenager teach us the truth about ourselves and our world, and why must we so often negate and ignore these truths? What sorts of energies do we expend avoiding the label of “trash” and how does this relate to our literal production of actual trash? What do the politics and modes of consumption that we enact reveal about our relationship to “reality”? What do the things we discard, and how we discard them, reveal about powerful institutions like capitalism, the government, education, religion, and the media? How might we reimagine our relationship to the trash we circulate within, the trash we avoid, and the trash we embody? Going beyond simplistic notions of “sustainability,” how might the project of

understanding trash undermine, reinforce, and resituate our self-understanding as students and scholars?

Course requirements include:

- (1) Midterm exam, due no later than 4:30 PM on **Friday, March 6th online**: 25%
- (2) Final exam, due no later than 4:30 PM on **Friday, May 1st online**: 25%
- (3) Trash bag paper (specific below), due no later than 4:30 PM **Thursday February 26th**: 20%
- (4) Redistribution of resources assignment (specifics below) due no later than 4:30 PM on **Monday, April 6th**: 10%
- (5) Quizzes and in-class assignments (specifics below): 20%

Trash bag assignment

As this course addresses issues related to metaphorical and literal trash, this assignment is designed to get you thinking about the more literal side of trash. There are three parts to this assignment. For the first part, you will collect the trash that you personally produce for two days and you should carry the bag of trash with you at all times for this 48-hour period. **(We will all do this at the same time, from 4:30 PM on Saturday, February 14th to 4:30 PM on Monday, February 16th).** This means that you will carry around every piece of trash you personally produce with the exception of used toilet paper. Product wrappers (e.g., tampon wrappers, granola bar wrappers), anything produced as a result of the food you eat in or out of the home, and all personal trash items—cups, lids, straws, plastic bags, containers, cans, bottles, gum wrappers, Ziploc bags, magazines, tissues, napkins, paper towels, and *any and all other trash items you produce* must be carried by you for this 48 hour period and then brought to class on the designated day. You should be careful to produce the “normal” trash you typically produce for this period of time. You are also **REQUIRED** to carry your trash to social events, work, other classes you may attend, and throughout your house as you move from room to room (as needed). You should not leave the house without your bag of trash for this 48-hour period. You will then bring this bag of trash to class and present it, somewhat formally, in our collective “display of trash.” This presentation will require you to assess what your trash production reveals about your habits, needs, lifestyle, and consumption habits.

Part two of this assignment will be a 48-hour period of time where you consciously attempt to produce *as little trash as possible*. During these two days, you will try earnestly to use as little as possible and to produce trash minimally. This may take some preparation ahead of time so that you have reusable items on hand. **We will all do this at the same time, from 4:30 PM on Saturday, February 21st to 4:30 PM on Monday, February 23rd.** Please bring your bag of trash to class again to class on 2/23 and present it to the class, assessing the difficulty/ease of limiting your consumption and trash production habits.

After showing the class your trash on these two occasions and “excavating” what you produce, your next task will be to write a 3-4 page single-spaced paper analyzing the predictable, surprising, and challenging aspects of this assignment. What sorts of trash were you conscious of producing and what sorts of trash were hidden or obscured? What trash did you feel the most shame or embarrassment about? What trash did you expect to produce more of? Less of? How does your production of trash map onto others’ production of trash? And, finally, identify at least *three lifestyle changes* you would like to make to produce less trash in your life? As sustainable living will become more and more important and necessary over time, what specific changes do you anticipate making? What could you reuse or make nondisposable? What could

you consume less of? What could you imagine going without? How could you rearrange your habits or sense of your own needs (or your family's needs)? This paper is due to the SafeAssign link on Blackboard no later than **Thursday, February 26th at 4:30 PM.**

Redistribution of resources assignment

This assignment has as its central goal the redistribution of resources, specifically the redistribution of resources from "those who have too much" to "those who have too little." One could, I suppose, nickname this assignment the "Robin Hood" assignment. Your task is not to merely academically analyze such practices, but to enact such practices directly in your community. You will be given a group of 3-4 students within which you will work and collaborate. Your task is to design a socioeconomic class based intervention where you purposefully redistribute resources. This could be a project where you contact grocery stores about their expired food policies and make sure that the food goes somewhere other than the dumpster. It could mean that you repurpose used clothing into reusable menstrual pads. It could mean that you redirect resources from your work (supplies, "excess" funds, and so on, depending on what your work place has too much of) and redistribute it to those who need it more. This should go far beyond simply giving money to those who need it (though that could be a part of it), and should instead show a social justice sentiment about the importance of equality about resources. Money is insufficient. The ideal intervention would require those with "too much" to go with less.

Please note that you *should not* engage in anything illegal or in anything that would jeopardize your health and safety in any way. Your task is to think about how to work on redistribution of resources on a number of fronts: policy changes, guerilla tactics, disguise, petitions, and so on. There are many ways to make resources more equitable and to deal with the notion of excess and imbalance. I want to see you get creative and to have a clear strategy about the political intervention you are doing.

You will write up this project as a group in the form of a 4-6 page single-spaced paper detailing: 1) the academic articles and scholarly texts that inspired your work; 2) the journalistic and newspaper/blog/online texts that inspired your work; 3) what your goal and motives were for your project; 4) what tactics you employed; 5) the setbacks and successes of the project (all should be documented as much as possible with photos and videos!!!), and 6) what you learned from this project. You will present to the class your work as well in the form of a 10 minute presentation that should involve photos, PowerPoints, and videos. It should be stylish, interesting, succinct, and clearly show your goals, tactics, and outcomes of the project. The presentations will take place on **Monday, April 6th in class**, and the paper will be due the same date as the presentation, to be submitted online to the Blackboard SafeAssign link.

Masters degree students (additional assignment)

As this course combines upper-division undergraduate students with master's students, all master's students are expected to complete additional work that the undergraduates do not complete. For this course, each master's student will select one day's readings and will do the following:

- 1) Carefully read that day's assigned material.
- 2) Create a 20-25 minute close reading presentation that will help the class better understand this material and the key points raised in the reading. You may use PowerPoint or work with students to understand, process, and analyze that day's readings. Please keep your

time within the set 20-25 minute boundary, and turn in your notes, PowerPoints, and close reading plans to me no later than 10:00 PM the previous night before the class. Ideally, your presentation/notes should: a) provide the class with relevant information about the author and claims of the readings; b) define the key terms, ideas, and key points of the readings; c) clarify how the readings build upon, reject, or shift arguments made by others we have read; d) provide a jumping off point for class discussions that day.

- 3) Select a series of additional resources for students, including a list of additional readings, possible films on the topic, and appropriate points for discussion and further analysis that students can engage with on their own. Print this out and distribute it to the class on your assigned day.

All masters degree students will select their assigned day on the first day of class.

Course policies:

At the beginning of each class session you will be asked to participate in a course exercise, most often involving a brief in-class reading quiz, but occasionally involving a short writing assignment or reflection on the readings. Occasionally, I will ask you to complete a writing exercise at home, to be due at the beginning of the class the following session (no late papers will be accepted). These are meant to keep you engaged with the readings, and they will help me to gauge your comprehension of different topic areas. It is essential that you read the assigned readings in order to succeed in this course, as these quizzes will be worth a significant portion of your grade. This class has a fairly heavy reading load, so if this is not something you feel you can keep up with, please don't attempt to take this class! Please note that you cannot make these quizzes up if you are absent, so please come to class. These quizzes will be graded with $\sqrt{-}$, $\sqrt{}$, $\sqrt{+}$ corresponding to 0, 1, and 2 points respectively. You will be allowed to drop your lowest score at the end of the term.

The two exams for the course will each be take-home exams. As such, a high level of comprehension and thoughtfulness is expected from each exam, as you will have a substantial amount of time to construct your answers and carefully consider course material. Late exams will never be accepted. Please arrange your schedules accordingly and plan enough time to successfully perform at these exams. All exams will be essay exams with several "applied scenario" essay questions (e.g., using course concepts and feminist theory to analyze a "real world scenario" such as, for example, the construction of Nikki Minaj as "trashy" or the invisibility of fast food trash, etc.). No multiple choice, true/false, or short answer questions will be asked.

Thoughtful participation and attendance are crucial to your success in this course. As this course will frequently combine lecture and discussion, it is expected that you will contribute to a climate of engaged, lively participation. Remember that participation does not necessarily mean talking a lot. The ability to listen, respond to others' comments, and ask questions are all crucial aspects of class participation. Also, please bring your readings (and notes on readings) to class as this is crucial to having the ability to do a close reading. As a general rule, I expect that you will come to class prepared and that you will contribute to the class process. When making final decisions about grades for this course, I will take into account your level of participation if you are on the cusp between two grades! Note that all PowerPoint lectures will be posted on Blackboard *after* the lecture has been given.

In terms of attendance, it is expected, as this course meets once weekly for three hours, that you will not miss more than ONE class meeting during the semester. Any absence beyond

this one absence must be documented (e.g., signed doctor's note) and given to me no later than *one week after the missed class*. If you know you must miss a class, please email me ahead of time (breanne.fahs@asu.edu). In the event that no in-class reading quiz is assigned, a sign-in sheet will be circulated to monitor your attendance, so please remember to write your name on your quiz and/or sign in each week, as this is your responsibility! Frequent tardiness and/or more than one absence will negatively affect your final grade by *at least* a third of a grade (A to A-) per missed class. Also, please note that, unless pre-arranged with me, *you will not receive credit for attendance if you do not attend the entire class (4:30-7:15 PM)*. Leaving early is strongly discouraged; also, please wait to take a break during our designated break period in order to minimize class disruption.

As a general expectation, I reiterate the university's policy that you adhere to the principles of academic honesty by not plagiarizing or misrepresenting someone else's work as your own. Plagiarism will result in a failing grade in the course, as well as referral to the department for further penalties. I also ask that you respect the atmosphere of the classroom by turning off cell phones and other devices (this includes *no text messaging and/or unnecessary laptop browsing*), coming to class on time, and helping to create an environment in which everyone can safely participate in discussion, despite likely differences in opinions and beliefs. This course will address many sensitive and emotionally-charged issues, so it is of the utmost importance that all classmates are treated with respect. I truly look forward to a wonderful semester with you all.

Required readings:

Books to be purchased (available at ASU West bookstore, or on Amazon for far less money):

Adams, Rachel. *Sideshow U.S.A.: Freaks and the American Cultural Imagination* (University of Chicago Press, 2001). ISBN: 978-0226005393.

Alison, Dorothy. *Trash: Stories*. (Plume, 2002). ISBN: 978-0452283510.

Baldwin, James. *The Fire Next Time*. (Vintage, 1992). ISBN: 978-0679744726.

Humes, Edward. *Garbology: Our Dirty Love Affair with Trash*. (Avery Trade, 2013). ISBN: 978-1583335239.

Kristeva, Julia. *Powers of Horror: An Essay on Abjection*. (Columbia University Press, 1982). ISBN: 978-0231053471.

Ross, Andrew. *Bird on Fire: Lessons from the World's Least Sustainable City*. (Oxford University Press, 2013). ISBN: 978-0199975525.

Solanas, Valerie. *SCUM Manifesto*. (A.K. Press, 2013). ISBN: 978-1849351805.

You will also need to acquire:

Digital reserve readings (must be printed out from "course information" section of blackboard)

Note: Rachel Adams' book will be labeled as **SSU** throughout the syllabus.

Dorothy Alison's book will be labeled as **TRA** throughout the syllabus.

James Baldwin's book will be labeled as **FNT** throughout the syllabus.

Edward Humes' book will be labeled as **GAR** throughout the syllabus.

Julia Kristeva's book will be labeled as **POH** throughout the syllabus.

Andrew Ross's book will be labeled as **BOF** throughout the syllabus.

Valerie Solanas's book will be labeled as **SCUM** throughout the syllabus.

Digital reserve readings will be labeled as **DR** throughout the syllabus.

NOTE: Though there are several books in this course, you should be able to get ALL of them for fairly cheap. Many are less than \$10.00 and all are less than \$25.00. You can get used copies for a few bucks for many of these. Try Powells Books, Better World Books, or Changing Hands for some of these titles. Amazon sells new copies of all of these books for a total of \$105.00.

**To access the digital reserve readings, you should look under "course information" on blackboard for the scanned articles. Please note that a few additional readings may be added as the semester progresses to ensure that we are dealing with the most timely and relevant literatures!*

Schedule of Topics

Jan 12: Introductions and welcome to WST 494/SJHR 598/MAIS 598

Jan 19: No class—MLK day! (spend this time reading ahead!)

Required film assignment: *You are REQUIRED to see the film "Selma" out in theaters right now. We'll be using this to discuss tactics of resistance, respectability, and racism later this semester. The film must be viewed before January 26th.*

Jan 26: Theorizing from the gutter

Valerie Solanas, *SCUM Manifesto* (SCUM)

Avital Ronell, "Valerie Solanas: For a radical, politically incorrect, and morally indefensible feminism" (DR)

Breanne Fahs, Chapter 2: Shooting, from *Valerie Solanas* (DR)

Feb 2: The powers of horror

Julia Kristeva, Chapter 1: Approaching abjection, Chapter 2: Something to be scared of, and Chapter 3: From filth to defilement (POH)

Sueellen Hoy, "Whiter than white—and a glimmer of green" (DR)

Feb 9: Abjection, suffering, and profanity

Julia Kristeva, Chapter 7: Suffering and horror, Chapter 8: Those females who can wreck the infinite, and Chapter 11: Powers of horror (POH)

Melissa Mohr, "Fuck 'em all: Swearing in the twentieth century and beyond" (DR)

Part 1 of trash bag assignment starts Saturday, Feb 14th and ends Monday, Feb 16th at 4:30 PM

Feb 16: Garbology, part 1

Edward Humes, *Garbology*, Part 1: The biggest thing we make (p.1-141) (GAR)

Part 2 of trash bag assignment starts Saturday, Feb 21st and ends Monday, Feb 23 at 4:30 PM

Feb 23: Garbology, part 2

Edward Humes, *Garbology*, Part 2: The trash detectives (p.145-184) and Part 3: The way back (p.185-306) (GAR)

Paper for trash bag assignment due Thursday, Feb 26th at 4:30 PM to Blackboard

Mar 2: Toxins, carcinogens, and corporate greed

Marie-Monique Robin, "Dioxin: A polluter working with the Pentagon" (DR)

Marie-Monique Robin, "The bovine growth hormone affair, part one: The Food and Drug Administration under the influence" (DR)

Elizabeth Royte, "Coming on Christmas" (DR)

Friday, March 6: MIDTERM EXAM DUE TO BLACKBOARD BY 4:30 PM

Mar 16: Circuses and dreamlands

Lauren Rabinovitz, "Artificial distractions" (DR)

Lauren Rabinovitz, "Urban wonderlands: The 'cracked mirror' of turn-of-the-century amusement parks" (DR)

Rachel Adams, Chapter 2: Freaks of culture: Institutions, publics, and subjects of ethnographic knowledge, and Chapter 3: Sideshow cinema (SSU)

Bruce Bégyptout, *Zeropolis: The experience of Las Vegas* (selections) (DR)

Mar 23: Phoenix: A self-portrait of unsustainability

Andrew Ross, *Bird on Fire*, Introduction: By the time I got to Phoenix (p.3-20), Chapter 1: Gambling at the water table (p.21-50), Chapter 3 part one: The battle for downtown (p.75-103), and Chapter 4: Living downstream (p.116-147) (BOF)

Mar 30: Sideshows, fatness, and freaks

Rachel Adams, Chapter 5: Freak photography, Chapter 6: From sideshow to the streets: Performing the 'secret self' (SSU)

JuliaGrace Jester, "Placing fat women on center stage" (DR)

Amy Farrell, "'The white man's burden': Female sexuality, tourist postcards, and the place of the fat woman in early 20th-century U.S. culture" (DR)

Apr 6: Wasting away: Anorexia, drugs, and homelessness

Megan Warin, "Abject relations with food" (DR)

Avital Ronell, "On drugs, polydependencies, and the drama of immunodeficiency" (DR)

David A. Snow and Leon Anderson, "Street people" (DR)

Juliet Watson, "Understanding survival sex: Young women, homelessness, and intimate relationships" (DR)

Redistribution of resources presentations and papers due today by 4:30 PM to Blackboard

Apr 13: Trash, social class, race, and trauma

Dorothy Alison, *Trash* p. 1-92 (TRA)

Julie Bettie, "Women without class: Chicas, cholas, trash, and the presence/absence of class identity" (DR)

Jennifer Nash. "Black anality." (DR)

Apr 20: Trashy sexualities and trans realities

Dorothy Alison, *Trash* 92-219 (TRA)

Elizabeth Bucar and Anne Enke, "Unlikely sex change capitals of the world: Trinidad, United States, and Tehran, Iran, as twin yardsticks of homonormative liberalism." (DR)

Susan Stryker, "My words to Victor Frankenstein above the village of Chamounix" (DR)

Jennifer Nash. "Reading race, reading pornography." (DR)

Final exam handed out today in class

Apr 27: White trash and black rebellion

Matt Wray, "White trash as social difference" (DR)

James Baldwin, *The Fire Next Time*, entire book (FNT)

Final exam due no later than 4:30 PM on Friday, May 1st to Blackboard.

THANK YOU FOR A WONDERFUL SEMESTER!



**EXPECT
RESISTANCE**

a field manual

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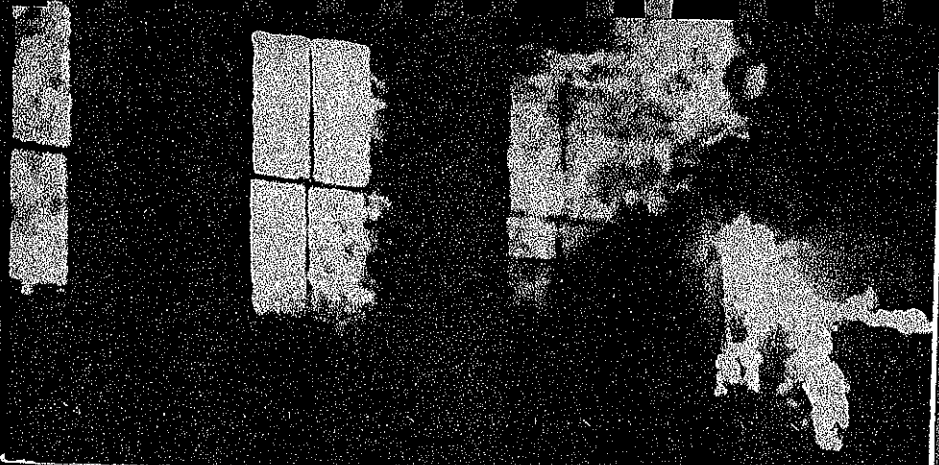
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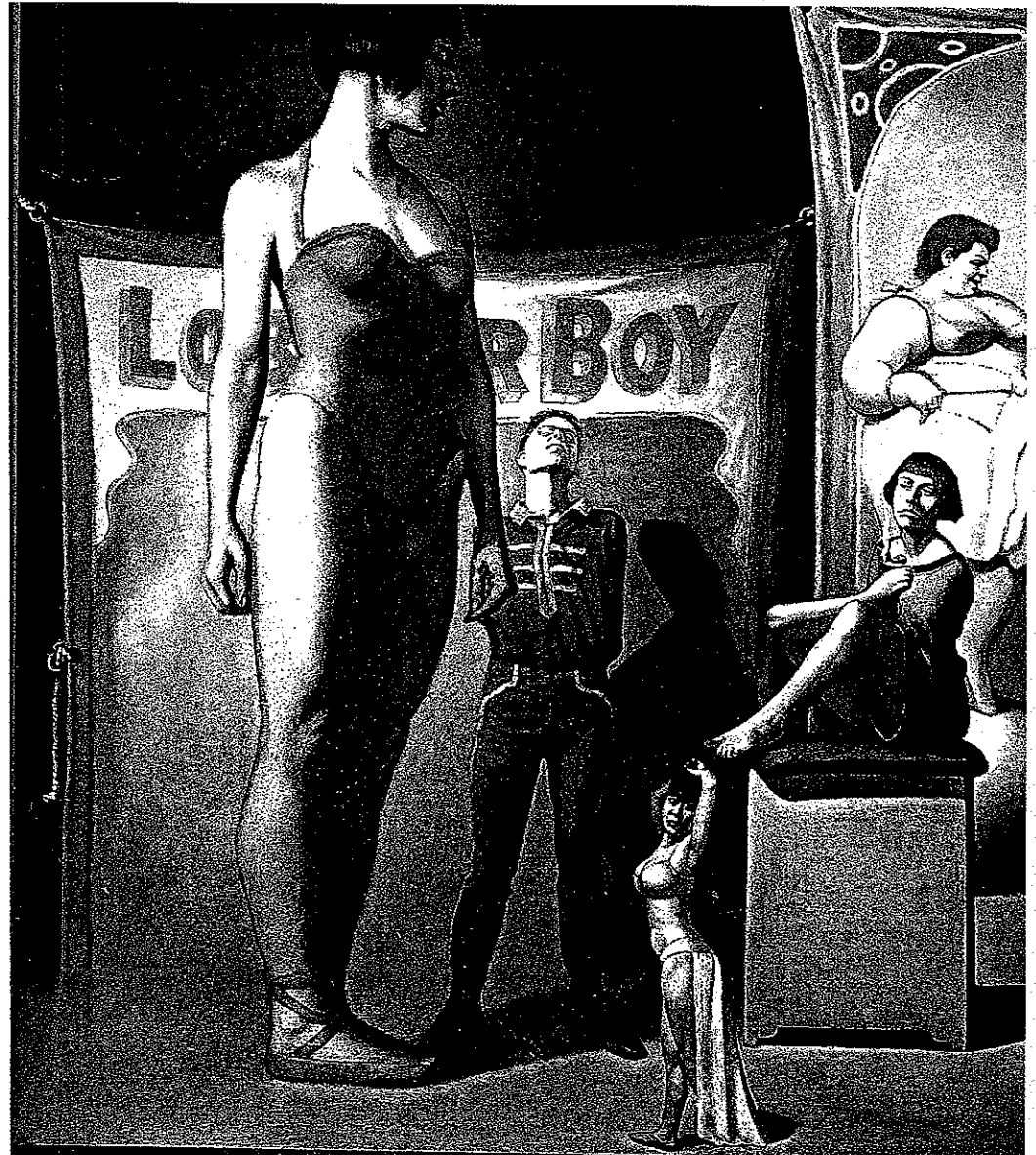
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Freaks and the American Cultural Imagination

SIDESHOW U.S.A.

Rachel Adams

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"Garbology is [Humes's] attempt to make sense of our historically unprecedented readiness to throw things away. . . . Food for thought, and more." —THE ECONOMIST

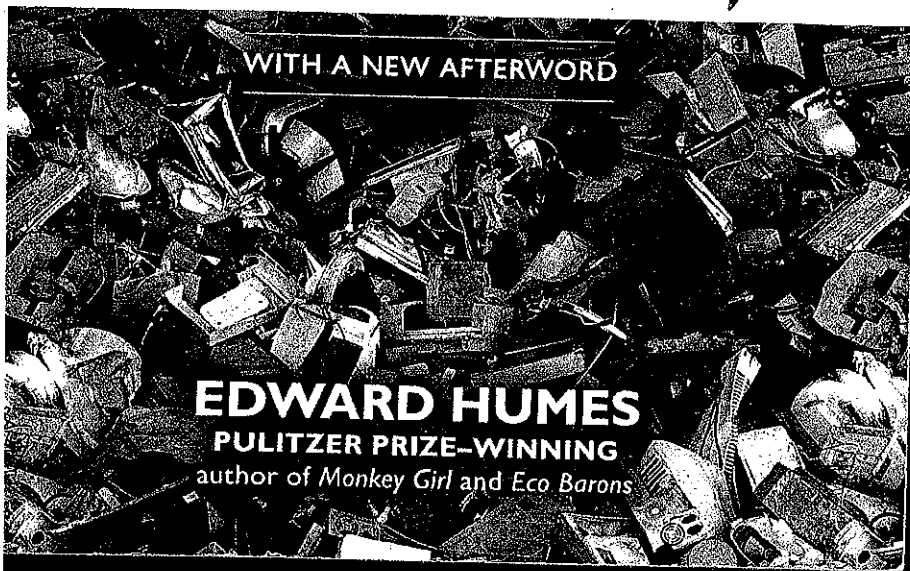


GARBOLGY

Our Dirty Love Affair with Trash

WITH A NEW AFTERWORD

EDWARD HUMES
PULITZER PRIZE-WINNING
author of *Monkey Girl* and *Eco Barons*



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Dorothy Allison

Including a new introduction, "STUBBORN GIRLS AND
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Trash



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LIFE IN THIS SOCIETY BEING.
AT BEST. **AM LITERS** **BOPE** AND NO
ASPECT OF SOCIETY BEING AT ALL
RELEVANT TO WOMEN. THERE REMAINS
TO CIVIS-MINDED. RESPONSIBLE.
THRILL-SEEKING FEMALES ONLY TO
OVERTHROW THE GOVERNMENT. ELIMINATE
THE MONEY SYSTEM. INSTITUTE COMPLETE
AUTOMATION. AND **DESTROY THE MALE SEX**

|S|C|U|M|

MANIFESTO

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**BIRD
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