

# ENGL 256: INTRO TO QUEER CULTURAL STUDIES

Your Instructor: C. R. Grimmer

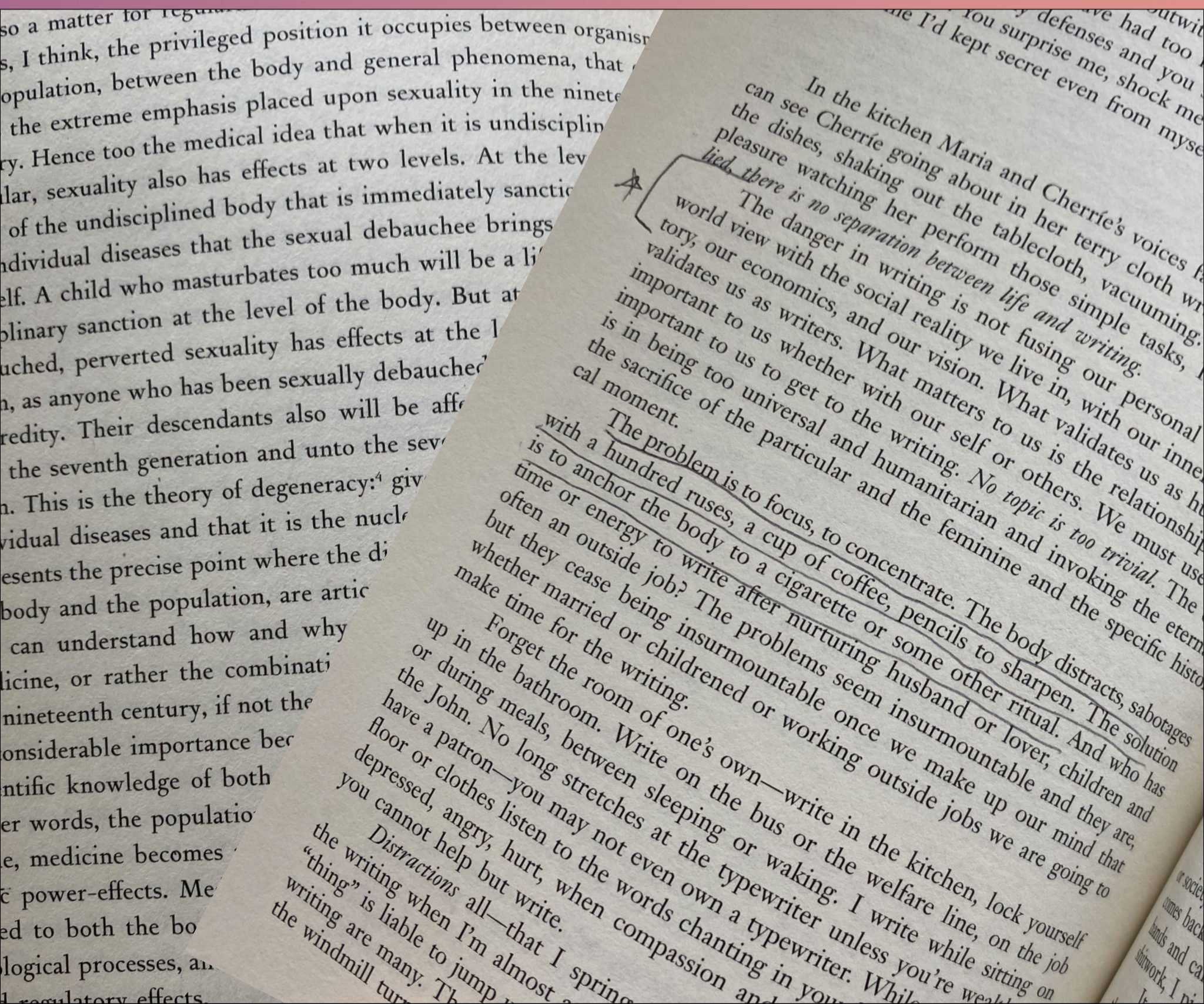
Instructor's Email: cgrimmer@uw.edu

Recurring Class Meeting Day/Time:

Recurring Zoom Class AND Virtual Office Hours (VOH) Link:

<https://washington.zoom.us/j/98066827768?pwd=UDNISEFqeDFXNVFnS2JhNGkxNEpPOT09.>

Password: ENGL256



# OVERVIEW

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This course is designed for students interested in queer and LGBT (lesbian, gay, bisexual, trans\*) culture who have little background in its academic study. Alongside theoretical, political, and academic texts, we watch movies, analyze poetry, consider television, music videos, and blogs.

The course introduces students to the analysis of culture, and American queer culture in particular, from a queer perspective. Towards that end, we consider the emergence of the concept of "queer" and examine critiques of this concept from various positionalities. We then turn to the analysis of multiple cultural objects. Here, we attend to how queer cultural production comes out of poetry and film, tracing the relationships between sexual politics, capitalism, racism, settler colonialism, and neoliberalism. In each critique, we examine poetry and film that builds queer and trans\* futures.

The following are the key course goals:

- 1. Students are able to contextualize and analyze the materials or topics covered, historically, politically, culturally.**
- 2. Students can appreciate the value and challenge of difference and disagreement.**
- 3. Students are acquainted with a range of texts useful to understanding the course topic and to doing future work in this area.**
- 4. Students develop flexible and creative strategies for doing reflective analytical composition.**

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To add **UW IT** to your contacts:  
Point your phone camera the code to the right. Select the Add To Contacts pop-up.



To go directly to the UW IT site:  
Point your phone camera at the code to the right. Select the pop-up: Open to **itconnect.uw.edu**.

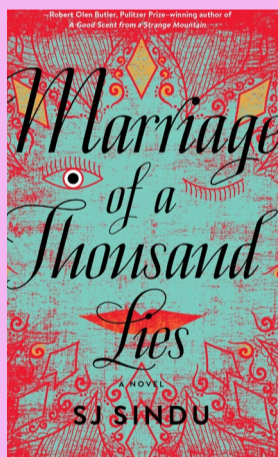
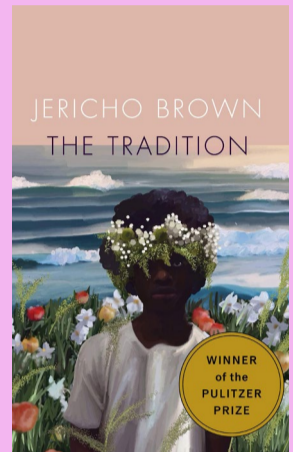
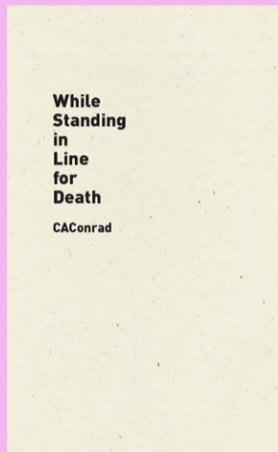
# COURSE BOOKS AND FILMS

You will select ONE of the below books. You will read this book throughout the quarter and respond in your Book Club. **PLEASE NOTE: I have a strong preference for you to order from [Open Books](#).** Please ensure, either way, you will have the book in hand by Week 4.

my blood got jumped, ask him to wait  
before he gives me the test results, give  
me a moment of not knowing, sweet  
piece of ignorance, i want to go back  
to the question, sweet if of yesterday  
bridge back to maybe, lord bring me  
my old blood's name, take away  
the crown of red fruit sprouting  
& rotting & sprouting & rotting.  
in me: a garden of his brown mouth  
his clean teeth, his clean answer  
phantom hiding behind a red curtain  
& i would sing if not for blood in my throat  
if my blood was not a moat.

//

if my blood was not a moat, i'd have a son  
but i kingdom myself, watch the castle turn  
to exquisite mush. look at how easy bones  
turn to grits how the body becomes effigy.  
would have a daughter but i am only  
the mother of my leaving. i sit on jungle gym  
crying over other people's children, black  
flowers blooming where my tears fall.  
bees commune at their lips, then  
turn them to stone. as expected.  
my blood a river named medusa. every man  
i touch turns into a monument. i put  
flowers at their feet, their terrible stone feet.  
they grow wings. stone wings. & crumble.



## ESSAYS, SHORT VIDEOS, PODCASTS, AND POEMS:

Throughout the quarter, you will read critical essays, watch short explanation or interview videos on YouTube, listen to select podcast episodes, and read poems from selected books. These will be available on Canvas as free downloadable .pdfs OR for free through the UW library. It is your responsibility to check Canvas each week for these materials. I will adjust what is assigned each week based on our course progress.

# ASSIGNMENTS

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## **30%: DISCUSSION BOARDS**

**What:** Much of our class participation will take place through online discussions. I will post specific videos and podcasts with prompts for online responses.

**Prompts/Submission Location:** CANVAS discussion boards.

**Assessment:** Complete/Incomplete. Option to revise if Incomplete.

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## **30% BOOK CLUB:**

**What:** You will be placed in Book Clubs based on your chosen poetry book. You will post 1-2+ weekly suggested prompts in the *Prompts Discussion Board 1* that you would give the class about the course readings so far in relationship to your book (meet Weeks 2 - 3 and Weeks 6 - 7 in class with your Book Club to do this). Week 3, I will select prompts for class; we will vote on which one(s) to respond to in a short online magazine, podcast, YouTube, critical essay, or other mode. Then, the class will generate a rubric (this is called [Contract Grading](#)). Keep in mind your audience is one another. Your book club will post your response Week 5 in the *Book Club Week 5 Discussion Board*. We will review these in our Book Club breakout rooms during class Week 6; I will meet with each breakout room, finalizing assessment and discussing options for the second Book Club response. We will repeat this process Weeks 7 - 10; Weeks 6 - 7 post in *Prompts Discussion Board 2*, Week 7 vote on prompts/generate rubric, Week 10 post responses in the *Book Club Week 10 Discussion Board* and meet in breakout rooms for assessment. If you would like to use a medium or mode other than those listed above, you can propose it to me over email or in my office hours by Weeks 3 and Week 7. *Confused on deadlines? See the [Syllabus Course Calendar](#), [Syllabus Assignments Checklist](#), and [Canvas](#).*

**Prompts/Submission Location:** CANVAS discussion boards & In-Class.

**Assessment:** Course-Generated Rubric & Book Club Conferences.

# ASSIGNMENTS (CON'T.)

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## **20% FINAL PROJECT:**

**What:** You will collect 2 or more assignments you feel excited about from the quarter, revise them, and present them in your preferred online format (website, Canvas ePortfolio, .pdf, etc.) with an informal 2-4 pg. or 4-6 minute audio or audiovisual reflection. Workshop these Week 10.

**Prompt Located:** Class-generated Week 4, then in Canvas FILES.

**Submission Location:** Class Workshop Week 10 (have a draft done). CANVAS Assignment Portal Week 11 PLUS in-class \*showcase\* of it.

**Assessment:** Class-generated rubric Week 4.

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## **20% REFLECTION PIECES:**

**What:** You will do varied, small assignments -- writing warm-ups, playlists, etc. Combine these into 1 .pdf file by Week 11.

**Prompts:** In-Class.

**Submission Location:** Combine and submit on Canvas Week 11.

**Assessment:** Complete/Incomplete.

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## **10% EXTRA CREDIT:**

**What/Prompt:** Identify the two texts on the front of the syllabus. If you guess accurately the authors and/or books, I will send you the full texts as .pdf. Write a 2-4 page double-spaced paper or record a 4 - 8 minute audio file wherein you compare and contrast the arguments from the texts and socio-political positions of the authors. Tone and editing can be informal.

**Submission Location:** Canvas Assignment Portal

**Assessment:** Complete/Incomplete.

# COURSE POLICIES

## **ELECTRONICS POLICY**

See Netiquette guidelines in Online Learning Resource Packet.

## **LATE POLICY**

Many of these assignments are graded as "complete/incomplete" in order to honor your ability to take creative risks. To that end, late work will not be accepted unless you arrange a new deadline with me through office hours and/or email. These moved deadlines must be scheduled at least three days before an assignment due date and will be considered case by case.

## **FERPA, PRIVACY, & RECORDING**

This course will be occasionally be recorded for accessibility purposes. The recording will capture the presenter's audio, video and computer screen. Student audio and video will be recorded if they share their computer audio and video during the recorded session. The recordings will only be accessible to students enrolled in the course to review materials. These recordings will not be shared with or accessible to the public. The University and Zoom have FERPA-compliant agreements in place to protect your security and privacy.

## **PLAGIARISM**

You are responsible for knowing what constitutes a violation of the UW Student Code and are responsible for any violations, whether intentional or not. Plagiarism ranges from outright copying to closely paraphrasing without citation. I recommend [Owl Purdue](#) for reviewing citation practices. We report all cases of academic misconduct and plagiarism according to university policy.

## **STUDENT ABSENCES FOR REASONS OF FAITH**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. If relevant to you, review UW's policy and the [Religious Accommodations Request form](#) (text is hyperlinked to form).

# STUDENT RESOURCES

## **ELECTRONICS POLICY**

Online Learning Guide will be posted at the end of Week 2.

## **ACCOMMODATIONS**

If you need accommodation of any sort, please let me know so that I can work with the UW Disability Resources for Students Office (DRS) to provide what you require. This syllabus is available in large print, as are other class materials.

More information about accommodation may be found at <http://www.washington.edu/students/drs/>.

## **CODE OF CONDUCT**

This course is explicitly political in its conduct and aims to create an ethical, caring, reciprocal environment for safe learning about our roles in a changing socio-political world using the tools of literary production and analysis. To that end: recognizing and valuing diversity is essential to the learning goals of this course and the critical thinking endeavor at the heart of university education. Respect for difference includes and is not limited to age, cultural background, ability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, political belief, sex, sexual orientation, socioeconomic status, and veteran status. Your participation will require careful and ethical engagement with people and ideas reflective of diversity, including those not in alignment with your personal beliefs and values. While you might be new to forms of respect, such as accurate pronouns, you are required to strive for learning how to best care for each other, including using accurate pronouns. It is expected to mess up: so, this is not a demand for perfection. Rather, in this course, when you slip up or have it pointed out, please do apologize and course correct to make the class as safe as possible for everyone.

## **STUDENT ABSENCES FOR REASONS OF FAITH**

If you have any concerns about the course or your instructor, please see the instructor about these concerns as soon as possible. If you are not comfortable talking with the instructor or not satisfied with the response that you receive, you may contact the Department Chair, [Anis Bawarshi](#).








# COURSE CALENDAR

## FALL 2020 M/W SCHEDULE

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### HOW TO USE THE COURSE CALENDAR:

-  = Zoom Class 4:30 - 6:30pm
-  = Virt. Off. Hrs. (VOH) Only
-  = Book Club Conferences replace classtime (meet as class, then move to breakout rms.).
-  = Individual Conferences replace classtime (no class meeting, just assigned conferene time
-  = no class meeting or VOH

\*All Homework Due and In-Class Lesson Plans are subject to change. When changed, I will post a Canvas Announcement.

\*Class days are also labeled with text You do not have to rely on the color key to follow the schedule.

\*On Book Club and One-on-One Conferen-ces day, we replace normal class time with either a one-on-one 20 minute meetings with the instructor (otherwise no class) or 20 minute group breakout rooms (first meet as a class) with the instructor.

# WEEK 2

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>10/05</b>	Go over syllabus. Ice breakers. Book Clubs.	<p>We polled the class on the format during this online learning environment. Then, we went over the „bones“ of the syllabus. Finally, we had a chance to begin the homework due Monday next week:</p> <ol style="list-style-type: none"> <li>1. Create a playlist (any length) that also functions as your „autobiography.“ Spotify if possible, please. Link to this at the end of your Glossary Reflection (see next two assignments).</li> <li>2. Write a 2 page double spaced or shorter reflection on at least one term from the LGBTQIA+ Glossary (Links to an external site.) and its relationship to how you. Then, write out which terms still confuse you (and, what you think they mean and where you are uncertain what they mean).</li> </ol> <p>***Reminder: paste a URL to your playlist, preferably Spotify, at the end of your reflection.</p>
<b>10/07</b>	<a href="#">VOH Day</a>	<p>Order <a href="#">Book Club Book</a>. Visit <a href="#">VOH Hours with Book Club Group</a>.</p> <p>Watch <a href="#">Paris is Burning</a>.</p> <p>Weekly discussion board: <a href="#">Jericho Brown</a> and excerpts on Canvas from The Tradition.</p> <p>READING: <a href="#">Judith Butler explains Performativity on YouTube</a></p>

# WEEK 3

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>10/12</b>	Select <a href="#">Book Club Prompts</a> . Generate <a href="#">Book Club Rubric</a> . Begin <a href="#">Book Club Work in Breakout Rooms</a> .	<p>Post 1-2+ suggested prompts for the class on the readings and your <a href="#">Book Club Books</a> in the Book Club Prompt 1 Discussion Board on Canvas. These should be generated by the group as a whole. Write the names of which group members contributed as a signature of sorts under your proposed prompts. All of your group's prompts, if you generate more than one, should be posted as ONE discussion comment.</p> <p>READING:            Read the <a href="#">post-Pullitzer interview in Library Journal with Jericho Brown</a>            Read <a href="#">Poetry is not a Luxury</a> by Audre Lorde.            Read <a href="#">Ferguson on Audre Lorde (text links to UW Library listing of Ferguson reading)</a>.            Read <a href="#">Uses of the Erotic</a> by Audre Lorde.</p>
<b>10/14</b>	<a href="#">VOH Day</a>	<p>Book Clubs have option to set up a time during class to meet with C. R. Email in advance.</p> <p>Weekly Discussion Board: <a href="#">Camea Davis on Arts-Based Methods</a>.</p> <p>READING:  <a href="#">Barbara Christian Race for Theory</a> (links to UW Library free access of Race for Theory)</p>

# WEEK 4

DATE	CLASS MEETING	HOMEWORK
10/19	Create <a href="#">Final Project</a> prompt and rubric. Use breakout rooms to work on <a href="#">Book Club</a> Response 1.	<p>READING:  <a href="#">Fear of a Queer Planet by Michael Warner</a> (text links to Fear of A Queer Planet Free Access through UW Libraries).            Last issue of <a href="#">Neplanta: A Journal Dedicated to Queer Poets of Color</a>            Work on <a href="#">Book Clubs</a>.</p>
10/21	<a href="#">VOH Day</a>	<p>I will not automatically sign into VOH. If you would like to meet during classtime with me, email in advance to set up a time.</p> <p>Weekly Discussion Board: Two videos on one board: <a href="#">Adam Falkner on Queer Kinship</a> and <a href="#">Chen Chen on Queer Kinship</a>.</p> <p>READING:  <a href="#">Susan Stryker's My Words to Victor Frankenstein</a> (text links to the free access of the article through UW libraries).            Excerpts on Canvas from Book of Frank.            Excerpts on Canvas from Rolling the R's.</p>

# WEEK 5

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>10/26</b>	Post <a href="#">Book Club Responses 1</a> . Class does not meet today to leave space for any technical difficulties, last-minute work on Book Clubs, etc.	<p>READING:            Muñoz's <a href="#">White to Be Angry</a>. (text hyperlinks to the UW Library free copy of White to Be Angry)  <a href="#">Book Clubs Response 1</a>.            Review the other Book Club responses during the time we would normally have class.</p>
<b>10/28</b>	<a href="#">Book Club Assessment Day</a>	<p>We will meet as a whole class in our class Zoom URL 4:30 - 6:30pm. We will discuss the first round of Book Club Responses, then in breakout rooms, have meetings with the instructor to finalize Book Club assessment.            Weekly Discussion Board: <a href="#">Patrick Milian on Disco</a> (YouTube), D.A. Powell Poem (Canvas Files), <a href="#">DA Powell Discography</a> (Spotify)            READING:            Heather Love <a href="#">Truth and Consequences</a> (text hyperlinks to the UW Library Free copy of Truth and Consequences).            Sedgwick <a href="#">Paranoid and Reparative Reading</a>. (hyperlinks to UW Library Free copy of the book, which has Paranoid Reading chapter)</p>

# WEEK 6

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>11/02</b>	Post <a href="#">Book Club</a> Prompts 2. Go over questions on readings so far. Sign up for 1 on 1 conference time slots. No class otherwise.	<p>READING:  <a href="#">Toxic Animacies by Mel Chen</a> (text hyperlinks to the free UW Library article of Animacies)  <a href="#">Book Clubs</a> work on Prompts 2.</p> <p>Reminder: VOTING DAY IS TOMORROW!            OPTIONAL one on one conferences, but strongly encouraged. Sign up Google Sheet will be provided. Replaces VOH and class. Will use usual Class/VOH Zoom URL for the meetings.</p>
<b>11/04</b>	Post <a href="#">Book Club</a> Prompts 2. Go over questions on readings so far. Sign up for 1 on 1 conference time slots. No class otherwise.	<p>READING:            Continue with Mel Chen's.</p> <p>Post Book Club Prompts 2 to Discussion Board.</p> <p>OPTIONAL one on one conferences, but strongly encouraged. Sign up Google Sheet will be provided. Replaces VOH and class. Will use usual Class/VOH Zoom UR for meetings.</p> <p>Weekly Discussion Board: <a href="#">SJ Sindu</a> and excerpts from Femme in Public on Canvas.</p>

# WEEK 7

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>11/09</b>	Select <a href="#">Book Club Prompts</a> . Generate <a href="#">Book Club Rubric</a> . Begin <a href="#">Book Club Work in Breakout Rooms</a> .	READING: <a href="#">Karen Barad Trans*materialities</a> (text hyperlinks to UW Library Free Copy)  <a href="#">Book Clubs</a> finalize any suggested prompts for Book Club Response 2.
<b>11/11</b>	No Class or VOH; Veteran's Day.	READING: Continue to work on reading Barad.  Work on Book Club Response 2.  Online Discussion: <a href="#">Sarah Dowling on Entering Sappho</a> and excerpts from Entering Sappho.

# WEEK 8

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>11/16</b>	Discuss any questions on readings so far. Potentially use Book Clubs to start sharing ideas for Final Project.	READING: <a href="#">Sarah Ensor's Spinster Ecologies</a> (text hyperlinks to the Free UW Library version of the article)  <a href="#">Book Clubs</a> work on response 2.
<b>11/18</b>	<a href="#">VOH Day</a>	Catch up week. Are you missing any discussion boards? Behind on any readings? Etc. This is your week to get caught up :).



# WEEK 9

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>11/23</b>	Discuss any questions on readings so far. Potentially use Book Clubs to start sharing ideas for Final Project.	<p>READING: TBD. Check Canvas Announcements.</p> <p><a href="#">Book Clubs</a> work on response 2.</p>
<b>11/25</b>	Class cancelled for holiday travel, friend, health, or related obligations.	<p>Weekly Discussion Board: <a href="#">Jackson Neal on Haunting and Poetry</a> (YouTube) + find your own performances of Jax reading. See Discussion board prompt on integrating this performance with the video interview.</p> <p>READING: TBD. Check Canvas Announcements.</p>

# WEEK 10

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>11/30</b>	Peer workshops on final projects. Discuss lingering reading questions from the quarter.	<p>READING: TBD. Check Canvas Announcements.</p> <p><a href="#">Book Clubs</a> post Response 2.</p>
<b>12/02</b>	<a href="#">Book Club Assessment Day</a>	<p>We will meet as a whole class in our class Zoom URL 4:30 - 6:30pm. We will discuss the first round of Book Club Responses, then in breakout rooms, have meetings with the instructor to finalize Book Club assessment.</p> <p>READING: TBD. Check Canvas Announcements.</p>

# WEEK 11

<b>DATE</b>	<b>CLASS MEETING</b>	<b>HOMEWORK</b>
<b>12/07</b>	Sign up for 1 on 1 conference time slots. No class otherwise.	<p>READING:</p> <p>Post Book Club Prompts 2 to Discussion Board.</p> <p>OPTIONAL one on one conferences, but strongly encouraged. Sign up Google Sheet will be provided. Replaces VOH and class. Will use usual Class/VOH Zoom UR for meetings.</p>
<b>12/09</b>	<a href="#"><u>Last Day of Class! We will do a final project showcase.</u></a>	We will meet as a whole class in our class Zoom URL 4:30 - 6:30pm. This will be a celebration day. Prepare a way to use Zoom screenshare so you can showcase your Final Project. Prepare to spend no more than 5 minutes sharing.

# ASSIGNMENTS CHECKLIST

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## **BOOK CLUB AND FINAL PROJECT:**

Book Club Prompt Suggestions 1  
Book Club Response 1  
Book Club Prompt Suggestions 2  
Book Club Response 2  
Final Project Draft 1 & Peer Review Day  
Final Project Showcase & Submission

## **OTHER ASSIGNMENTS:**

Reflections Pieces as 1 .pdf on Canvas  
Extra Credit

## **REQUIRED DISCUSSION BOARDS:**

Jericho Brown  
Patrick Milian on Disco/DA Powell  
SJ Sindu  
Chen Chen  
Sarah Dowling on Entering Sappho  
Adam Falkner  
Jackson Neal  
Camea Davis