

	Fall 2022
WRIT 30243 Rhetorical Practices in Culture: Queer Rhetorics	Instructor: Mat Wenzel, Ph.D., MFA, M.Ed. Email: m.wenzel@tcu.edu Class Location: Winton Scott Hall Class Meeting Days & Time: M/W 4:00-5:20 Office: Reed 133 Office Hours: MW 2-3:50 APPOINTMENT Telephone: 817 257 4396 Response Time: For emails sent M-F, I usually respond within 48 hours, not counting weekends.

COURSE DESCRIPTION In this course we will engage with queer rhetorical strategies through queer archives, art, and activism. We'll begin with defining queerness through José Esteban Muñoz, E. Patrick Johnson, and Jack Halberstam as being “more than identitarian markers,” a way of “destabilizing fixed notions of identity” and the reliance on “nonnormative logics and organizations of communities.” We will explore disidentification with classical and heteronormative/homonormative rhetorics as we seek to create: (1) a more complete archive of queer experience, (2) queer arts and queerer arts, and (3) contributions to emerging and ongoing queer activism. Land Acknowledgement We respectfully acknowledge all Native American peoples who have lived on this land since time immemorial. TCU especially acknowledges and pays respect to the Wichita and Affiliated Tribes, upon whose historic homeland our university is located. We also recognize and mark the painful history of genocide and forced removal of Native peoples, and we honor the many diverse indigenous people still connected to this place as we commit to learning how to be better stewards of this land and advocates for its people. Teaching Philosophy As a teacher of writing, composition, and literature my goal is to equip students with strategies for interacting with the vast field of texts that they will experience in both the communities in which they are members as well as adjacent communities. These interactions may include appreciation, understanding, interpretation, evaluation, manipulation, or creation (NCTE). The classroom community will celebrate the diversity of experience, language, culture, and	Course Overview Course Website: https://qwiki.miraheze.org/ Required Texts <i>Queer: A Graphic History</i> by Meg-John Barker and Julie Scheele <i>Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left</i> by Emily K. Hobson <i>Disidentifications: Queers of Color and the Performance of Politics</i> by José Esteban Muñoz Laptop Please bring a laptop to class each day to access class documents and to add to your digital portfolio. Writer's Notebook Please bring a Composition Notebook (7.5 in. x 9.75 in.) and a pen to class each day to engage with course content
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identities of those within and without. Inquiry will be the driving force, writing to learn and process writing the vehicle, discussion the fuel, and reflection and self-evaluation the binding agent for learning. Striving toward these goals will develop students as literate citizens but also as metacognitive learners. Overarching these ideas, is a conviction that the position of primacy in the classroom belongs to the student as they engage with learning—the teacher is a facilitator in this process. This positioning allows for a politics of liberation and not mere emulation.

Diversity, Equity, and Inclusion

A spectrum of experience and perspectives is necessary to create an intellectual environment that fosters inquiry. It is the responsibility of everyone—instructor and students alike—to share their perspectives and to seek out, listen to, and learn from the perspectives of others. While we may disagree, we must take care that the ideas we express do not deny or subjugate the experiences of others. Such care involves avoiding language that stereotypes or belittles groups.

In this class, all students will be treated equitably regardless of race, religion, sexuality, gender identification, gender expression, language background, ability, socioeconomic status, national identity, veteran status, or nontraditional student status.

As a predominantly white institution (PWI) committed to increasing diversity, equity, and inclusion, we at TCU have a special responsibility to study and learn from historically marginalized groups and experiences. Doing so involves becoming sensitive to the ways in which power and privilege have been and continue to be distributed unevenly, depending on one's social position. Because power and privilege affect how we write, what we write, and how we are read by others, these issues will be a regular part of class discussion, assigned reading, and writing projects.

Together, we'll establish guidelines for how to respond to each other and to class material respectfully. If you ever feel disrespected or uncomfortable as a result of any exchange related to this class, please share your concerns with your instructor so they can be addressed. Behavior that is deemed harmful to others may result in dismissal from the class and will be reported to the department chair or other appropriate administrators.

Goals & Objectives:

CRWT 10803 fulfills the TCU Core Human Experiences and Endeavors Curriculum--Humanities, the Core Heritage, Mission, Vision, and Values Curriculum--Literary Traditions, the Comparative Race and Ethnic Studies attribute, and the Core Women and Gender Studies Outcomes. The learning outcomes listed below are the goals we are working toward.

Milestones

Individual Archive Project:
TBD

Group Pitch:

Group Workshop:

Group Final Campaign::

Additional Resources

- William L. Adams Center for Writing | Reed 419 | 817-257-7221 | An instructional service with the mission of helping clients improve as writers. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.

- Center for Digital Expression (CDeX) | Scharbauer 2003 | cdex@tcu.edu | 817-257-4350 | Available to assist students with audio, video, multimedia, and web design projects. CDeX has an open lab for use by students during posted hours and is outfitted with a range of design software. See their website for more information and a schedule of open hours.

- TCU Computer Help | 817-257-5855 | IT provides support for TCU computing accounts and services.

- Mary Couets Burnett Library | reference@tcu.edu | 817-257-7117 | The Library provides resources and services for the research and information needs of the TCU community

Cultural Awareness Outcomes - Students will demonstrate knowledge of one or more disciplinary approaches to issues of cultural differences. - Students will analyze and synthesize information and arguments related to cultural differences from a range of sources specific to a disciplinary tradition - Students will examine theoretical and methodological approaches to cultural differences specific to a disciplinary tradition. - Students will demonstrate an ability to analyze diversity within (or) across cultures. - Students will examine the role of social factors, e.g., race, gender, ethnicity, class, sexual orientation, etc., in shaping cultural reality. - Students will explore a range of perspectives that address the construction of differences and similarities. - Students will analyze cultural assumptions, interpretations, and/or opinions relating to issues of diversity. Writing Emphasis Outcomes - Students will demonstrate a working knowledge of the rhetorical conventions of the target discipline. - Students will discuss and employ, in writing, conventions of the discipline - Students will exhibit the ability to use writing as a means of gaining and expressing an understanding of discipline-specific content. - Students will use writing as a learning strategy to explore knowledge about a specific subject. - Students will use writing to conduct inquiry into an appropriate discipline-specific topic. - Students will express through writing an understanding of disciplinary content. - Students will show the ability to employ writing strategies and rhetorical practices learned in lower division writing courses - In two or more writing assignments, students will employ diverse writing strategies. - Students will revise at least one major writing project. Women and Gender Studies Outcomes - Students will demonstrate knowledge of the social and/or historical construction of gender, sex, and sexuality. - Students will analyze significant works of scholarship in the discipline of women's, gender, and sexuality studies.	Campus Support for TCU Students - Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement) - Brown-Lupton Health Center (817-257-7938 or 817-257-7940) - Campus Life (817-257-7926, Sadler Hall 2006) - Center for Academic Advising (817-257-7486, Jarvis 140) - Student Access and Accommodations Services (817-257-6567, Sadler Hall 1010) - Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement) - Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor) - Student Development Services (817-257-7855, BLUU 2003) - Transfer Student Center (817-257-7855, BLUU 2003) - Veterans Services (817-257-5557, Jarvis Hall 219) ----- All TCU Syllabi are required to include the following: Student Access and Accommodation Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested
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3. Students will employ methods for research in women's, gender, and sexuality studies. 4. Students will synthesize work by women and/or queer people in the field of cultural production. Application & Activism Elective: Outcome 2: Students will formulate active learning projects with an applied or activist component, including service-learning, community engagement, activist, or other praxis-oriented projects. Prerequisites / Program or Major Connections Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Student cannot receive credit for WRIT 55663 and WRIT 30243. Course Policies Attendance: Improvement in writing is a complex process that requires ongoing practice and feedback from readers. Thus, regular attendance is necessary to your success in this course. Three weeks of unexcused absences constitute grounds for failure of the course. Since illness may occur at some point during the semester, save your unexcused absences for times when you are too sick to come to class. Excused absences Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and make arrangements in advance to turn in any missed work. Tardies Be on time for class. Students who are tardy (five minutes late or more) disrupt the learning of others in the class. In-class work assigned at the beginning of class cannot be made up.	accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement. Anti-Discrimination and Title IX Information Statement on TCU's Non-Discrimination Policy TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, in its policy on Prohibited Discrimination, harassment, sexual misconduct and retaliation, TCU has a range of prohibited behaviors, including unlawful discrimination and harassment and related sexual and other misconduct based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law. The Office of Institutional Equity (OIE) is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation. Please use the following links to review TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation or to review TCU Policy 1.009 Responding to Reports of Prohibited
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Conferences During the semester, I will hold regular office hours during which we can meet individually to discuss your goals and work in the course. When we meet, please be prepared—you will plan the agenda for our time together. Respect: Refrain from engaging in disruptive language and disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, tablets, or any other form of electronic communication during the class session (email, web-browsing) for non-class purposes. Disruptive behavior also includes whispering or talking when any member of the class (including me) is speaking or engaged in relevant conversation. If you violate the terms of this clause, you will be asked to leave the classroom and will be counted absent for the day. In this course, we will discuss emotional, controversial, and personal issues. Such conversations can become lively, and while I encourage you to express your ideas, you must always be respectful of your peers. No abusive, or hateful language will be tolerated. Should such language be used, you will be asked to leave class. Disrespectful behavior will result in your being asked to leave the class, which will result in an absence. Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity. Major Projects and Grading The work in this course might be separated into three categories: Archive, Art, and Activism. But as we engage with queer rhetoric, the lines between these categories will become blurred, intersect, overlap, touch borders, or may even be so queered or subverted that they cease to exist. Both individually and as a group, students will be adding to our course wiki in these areas. Drawing from the rhetorical strategies collected there, as a group, students will launch a real-world campaign focused on activism.	<u>Discrimination, Harassment, Sexual Misconduct, and Retaliation.</u> To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: Make a Report. To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: https://inclusion.tcu.edu/campus-community-response-team/ Title IX TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report here. Additional Title IX resources and information are available at https://www.tcu.edu/institutional-equity/title-ix/index.php. Mandatory Reporters ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE. Confidential On-Campus Resources Campus Advocacy, Resources & Education. www.care.tcu.edu 817-257-5225 Counseling & Mental Health Center. www.counseling.tcu.edu 817-257-7863
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ARCHIVE:

As we study archives of artifacts of Queer Rhetorics students will be building a course wiki. This wiki becomes an archive of itself, and, being open-access will add to the existing archives as well.

An individual WIKI PAGE concerning a topic/movement/person will be added.

A group "WIKI CLUSTER" of pages will also be built where each individual will contribute one or more additional pages.

ART:

Each group will also create at least one artistic artifact that uses the queer archives and/or queer art forms studied. This may be a performance, printed material, a digital/multimodal project, short film, or any number of art forms. Each individual student will also write a brief ARTIST STATEMENT. These ART PIECES/MOMENTS will also be entered into our course wiki.

ACTIVISM:

Finally, students will brainstorm, pitch, create, and launch a REAL WORLD CAMPAIGN in their groups. This campaign will seek to employ queer rhetorics to create community change, destabilize oppressive structures, or actively serve marginalized populations.

Fulfilling these requirements in our course wiki will serve as evidence that a student has satisfactorily fulfilled our course goals and objectives. Beyond this, students will evaluate their own work, and if they so choose, use the university grading scale to assign a grade. This will take the form of a final RHETORICAL REFLECTION.

Final +/- Grade Scale:

Grade	Score	Grade	Score
A	94–100	C	74–76.99
A-	90–93.99	C-	70–73.99
B+	87–89.99	D+	67–69.99
B	84–86.99	D	64–66.99
B-	80–83.99	D-	60–63.99
C+	77–79.99	F	0–59.99

Religious & Spiritual Life
www.faith.tcu.edu |
817-257-7830

On Campus Resources

TCU Police www.police.tcu.edu |
817-257-8400 Non-emergency |
817-257-7777 Emergency

TCU Policy for Religious Observations & Holidays

"Students who are unable to participate in a class, in any related assignment or in a university required activity because of the religious observance of a holy day shall be provided with a reasonable opportunity to make up the examination or assignment, without penalty, provided that it does not create an unreasonable burden on the University." For more information, please visit the [TCU Policy for Religious Observations & Holidays](#) webpage.

Student Access and Accommodation

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. If approved for accommodations, students are required to discuss their official TCU Notification of Accommodation with their instructors. Accommodations are not retroactive and require advance notice to implement. The Office of Student Access and Accommodation is located in The Harrison, Suite 1200. More information on how to apply for

	accommodations can be found at https://www.tcu.edu/access-accommodation/ or by calling Student Access and Accommodation at (817) 257-6567. Audio Recording Notification: Audio recordings of class lectures may be permitted by the instructor or as an approved disability accommodation through Student Access and Accommodation. Recordings are not to be shared with other students, posted to any online forum, or otherwise disseminated. Emergency Response Information Please review TCU's L.E.S.S. is More public safety video to learn about Lockdown, Evacuate, and Seek Shelter procedures. (https://publicsafety.tcu.edu/less-is-more/) TCU's Public Safety website provides maps that show our building's rally point for evacuation and the seek shelter location. (https://publicsafety.tcu.edu/) In the event of an emergency, call the TCU Police Department at 817-257-7777. Download the <i>Frogshield</i> Campus Safety App on your phone. (https://police.tcu.edu/frogshield/)
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Tentative Calendar

Date	Class Agenda	DUE NEXT CLASS
Aug 22	Positionality Worksheet	Read "Introduction" from Enculturations online essay "Queer Rhetoric" http://enculturation.net/files/QueerRhetoric/queerarchive/intro.html

Date	Class Agenda	DUE NEXT CLASS
BGD1	https://timeandplace.ubc.ca/files/2014/06/Appendix-2.pdf Word Doc Introductions Syllabus Review	#:~:text=What%20is%20queer%20rhetoric%3F,multiple%20and%20complex%20sexual%20experiences. Read pages 3-18 of <i>Queer: A Graphic History</i> by Meg-John Barker and Julia Scheele - record notes and come to class with 3 quotes/important excerpts or illustrations 2 questions you have about the topics addressed 1 thing you learned AND browse and print one of these zines: “Mapping Your Sexuality” https://www.rewriting-the-rules.com/wp-content/uploads/2018/08/MappingYourSexuality.pdf OR “Queer Relationships” https://rewriting-the-rules.com/wp-content/uploads/2016/02/queerr elationshipzine.pdf OR “Gender Zine” https://www.rewriting-the-rules.com/wp-content/uploads/2017/10/Gender-Zine.pdf
Aug 24 BGD1	Discuss queer rhetorics Discuss zines Assign log/notes dates https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression	Read “‘The White to Be Angry’: Vaginal Creme Davis’s Terrorist Drag” from <i>Disidentifications: Queers of Color and the Performance of Politics</i> by José Esteban Muñoz PDF Come to class with a working definition of “disidentification” as explained by Muñoz Compare this definition with the description of disidentification found in the enculturation queer rhetoric archive http://enculturation.net/files/QueerRhetoric/queerarchive/disid.html This definition may help your comparisons https://glossary.mg-lj.si/referential-fields/subjectivisation-II/disidentification Consider also, Muñoz: “Disidentification is meant to be descriptive of the survival strategies the minority subject practices in order to negotiate a phobic majoritarian public sphere that continuously elides or punishes the existence of subjects who do not conform to the phantasm of normative citizenship” (Disidentifications 4).

Date	Class Agenda	DUE NEXT CLASS
		Finally, browse <i>Queer: A Graphic History</i> 18 through 50. Select a page to highlight in class. Take the personality quiz at https://www.hasd.org/cms_files/resources/FruitPersonality08_25_05.pdf “An intentional consideration generally performed by a person of the minority of how one does not fit the hegemonic ideas/narratives set by the dominant public which allows for the resistance of normative discourse and a truer and empowering realization of oneself outside these limits by ironically situating oneself “within and against the various discourses.” “the process of assimilation into dominant culture in a way that seeks to expand and deconstruct the same dominant culture” “disidentification is placing the normative within the nonnormative to disrupt these binaries. a performative ironic mechanism that accentuates uneasiness to provoke analytical examination of identity” “disidentification is the performance and embodiment of the identity one has been assigned to exemplify and amplify its absurdity. it is also through that process the practice of disassembling those assigned identities and reassembling them in a way that feels more comfortable and empowering to the individual”
Aug 29 BGD2	Discuss Disidentification and Barker/Scheele’s archive (18-50) fruit/jigsaw groups https://www.hasd.org/cms_files/resources/FruitPersonality08_25_05.pdf	“Race-ing Homonormativity: Citizenship, Sociology, and Gay Identity” by Roderick A. Ferguson from <i>Black Queer Studies</i> Come to class with possible answers for this question: If intersections are not about identity, what are they about? In answering this question, consider Alok Vaid Menon’s instagram posts: “how ‘normal’ became a code word for ‘white:’ a eugenic history” https://www.instagram.com/p/CSUq8V4prv4/

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		“a racist history of gender norms in the US” https://www.instagram.com/p/Ch0iFkbugN9/ “the racist history of the sex binary” https://www.instagram.com/p/CgC2OPSuh9D/ JIGSAW - 4 index cards https://www.instagram.com/p/CgC2OPSuh9D/quote/analysis) Grapes: “Intersections of Race, Gender, and Sexuality: Queer of Color Critique” by Kyla Wazana Tompkins from <i>American Gay and Lesbian Literature</i> PDF Oranges: “Disability and the Edges of Intersectionality” by Alison Kafer and Eunjunk Kim from <i>Literature and Disability</i> PDF Bananas: “Race and Disability in US Literature” by Michelle Jarman from <i>Literature and Disability</i> PDF Melons: “Social Identities and Systems of Oppression” from the National Museum of African American History and Culture https://nmaahc.si.edu/learn/talking-about-race/topics/social-identities-and-systems-oppression Person A will share their 1st quote and analysis B, C, D all say some sort of response Person B will share their 1st quote and analysis C, D, A all say some sort of response
Aug 31 BGD2	Discuss Intersectionality Jigsaw groups	Read “Introduction: Low Theory” from <i>The Queer Art of Failure</i> by Jack Halberstam PDF Read “Theorizing the Queer Archive: from the enculturation queer rhetoric archive enculturation queer rhetoric archive http://enculturation.net/files/QueerRhetoric/queerarchive/theory.html Browse <i>Queer: A Graphic History</i> 51 through the end. Select a page to highlight in class. Use Google/Google Scholar/FrogScholar to add an additional perspective on the page.
Sep 5	NO CLASS - LABOR DAY	

Date	Class Agenda	DUE NEXT CLASS
BGD3		
Sep 7 BGD3	Discuss “Low Theory” Discuss our class archives	Read “The World-Making Potential of Contemporary Crip/Queer Literary and Cultural Production” by Robert Mcurer from <i>Literature and Disability</i> PDF JIGSAW - 4 index cards (quote/analysis) Grapes: “Transnational Queer Imaginaries, Intimacies, Insurgencies” by Martin Joseph Ponce from <i>American Gay and Lesbian Literature</i> PDF Oranges: “How to Tame a Wild Tongue” by Gloria Anzaldúa from Borderlands / La Frontera: The New Mestiza PDF Bananas: “La conciencia de la mestiza / Toward a New Consciousness” by Gloria Anzaldúa from Borderlands / La Frontera: The New Mestiza PDF Melons: “Queer Writing, Queer Politics: Working across Difference” by Keguro Macharia from <i>The Cambridge Companion to Queer Studies</i>
Sep 12 BGD4	Discuss Readings	Add a link to your page under “original participant” on our course wiki page Read “Queer Rhetoric” from the enculturation queer rhetoric archive http://enculturation.net/files/QueerRhetoric/queerarchive/queerrhet.html Melons: Read “Logos, or Silence=Death” from the enculturation queer rhetoric archive http://enculturation.net/files/QueerRhetoric/queerarchive/logos.html Grapes: Read “Pathos, or The Zap” http://enculturation.net/files/QueerRhetoric/queerarchive/pathos.html Oranges: Read “Ethos, or Get Used to It” http://enculturation.net/files/QueerRhetoric/queerarchive/ethos.html Bananas: Fact find in the links and videos in “Logos, or Silence=Death” from the enculturation queer rhetoric archive

Date	Class Agenda	DUE NEXT CLASS
		enculturation queer rhetoric archive http://enculturation.net/files/QueerRhetoric/queerarchive/logos.html
Sep 14 BGD4	Discuss Rhetorical Devices	Read “Editors’ Introduction” by Kevin P. Murphy, Jason Ruiz, and David Serlin from <i>Radical History Review: Queer Futures</i>, 100 PDF (available on FrogScholar) 2008 Grapes: Read “Save Our Children/Let Us Marry: Gay Activists Appropriate the Rhetoric of Child Protectionism” by Patrick McCreery from <i>Radical History Review: Queer Futures</i>, 100 PDF Oranges: Read “Transgender History, Homonormativity, and Disciplinarity” by Susan Stryker from <i>Radical History</i> PDF Bananas: Read “Administering Sexuality; or, The Will to Institutionality” by Roderick A Ferguson from <i>Radical History</i> PDF Melons: Read “French Homonormativity and the Commodification of the Arab Body” by Maxime Cervulle from <i>Radical History</i> PDF First archive page started
Sep 19 <u>Archives</u> ARC1	Discuss Homonormativity	Read “Introduction” of <i>Lavender and Red: Liberation and Solidarity in the Gay and Lesbian Left</i> by Emily K Hobson JIGSAW - 4 index cards (quote/analysis) Grapes: Chapter 1 “Beyond the Gay Ghetto: Founding Debates in Gay Liberation” from <i>Lavender and Red</i> Oranges: Chapter 2 “A More Powerful Weapon: Lesbian Feminism and Collective Defense” from <i>Lavender and Red</i> Bananas: Epilogue from <i>Lavender and Red</i> Melons: “Introduction: How Change is Made” from <i>Let the Record Show: A Political History of Act Up New York, 1987-1993</i> by Sarah Schulman
Sep 21 ARC1	Discuss archive/activism	be ready to present archive page fully formed WIP

Date	Class Agenda	DUE NEXT CLASS
Sep 26 ARC2	Archive page "Peeling the Onion" Christina https://docs.google.com/document/d/1ujS5EhdBihB373XlrpuPq7U3Jp_Ne_9Yt6RUxpwZ-rg/edit?usp=sharing Savannah Adrienne Emma Kate https://docs.google.com/document/d/1gVe9usVDtRHEZnu9qQJwmUloY5F4ynNHVF1bZok1-KU/edit?usp=sharing Breann Anaya: Lil Nas X.docx Jessica https://docs.google.com/document/d/1lcjQ8X3jbMBSg6EE1sD7uB1hyQ6Sd_1CKSyJVxQaBcw/edit?usp=sharing Catherine https://docs.google.com/document/d/1Tnw-zLcTxTHDokPCjbGeBgQcmU-PnpA2zP0u5-PcKKU/edit?usp=sharing Deja https://docs.google.com/document/d/1aEIPY1PB5pNkFHss3ouohy2nEzK_bAN-mj_khHfTmw8/edit Edriana	

Date	Class Agenda	DUE NEXT CLASS
	https://docs.google.com/document/d/1y6SZqO3sH5zvCNo5S70luNBSuHWScd8aUH4bdfLzoE/edit?usp=sharing Andy https://docs.google.com/document/d/1bd65LMbLVx-WuUV3f6YVX9P6iRP4ZMj-JtvopBdACag/edit?usp=sharing Amanda https://docs.google.com/document/d/1AkxO1QS_gmnRfelGizQdZ2Opu2_e8Z1Zv0QhrvzCLOs/edit?usp=sharing Juliet https://docs.google.com/document/d/1f2rE9hQFFdjxLiTGUvfWU-MJOGPT3G_frKmpKk_RhFU/edit?usp=sharing Chloe https://docs.google.com/document/d/1oVHyjSs5Nm6-iEhLFjdH7nDXyAuAjqRGvfU2uKYO08/edit?usp=sharing Libby https://docs.google.com/document/d/1jZ2c3v5luCCQJU4_ks0BFsPDTuCoh7AAjeUsciBuwYl/edit Dania https://docs.google.com/document/d/1V60NBuY9yUliCEl7HIYjWFcx5JT5w63pSKMl3Dto0xE/edit?usp=sharing Ariel https://docs.google.com/document/d/1s94uY2855XzskCncuBtBJJA4FEQJL5RXJdSToOiekQ/edit?usp=sharing	

Date	Class Agenda	DUE NEXT CLASS
	Brooklyn Gerrit Lansing	
Sep 28 ARC2	Archive page “Peeling the Onion” continued Form groups - self assign JIGSAW	GROUP JIGSAW <i>Disidentifications</i> remaining chapters: “Famous and Dandy like B. ‘n’ Andy: Race, Pop, and Basquiat” “Photographies of Mourning: Melancholia and Ambivalence in Van DerZee, Mapplethorpe, and <i>Looking for Langston</i> ” “The Autoethnographic Performance: Reading Richard Fung’s Queer Hybridity” “Sister Acts: Ela Toyano and Carmelita Tropicana” “Pedro Zamora’s <i>Real World</i> of Counterpublicity: Performing an Ethics of the Self” “Performing Disidentity: Disidentification as a Practice of Freedom” “Latina Performance and Queer Worldmaking; or, Chusmeía at the End of the Twentieth Century”
Oct 3 ARC3	GROUP DISCUSSION 1. decide a group name 2. create a log space 3. decide a movie (potential) 4. decide a movie night 5. peeling onion 6. potential topics 7. HOMEWORK!	plan “movie night” (groups) will select an LGBTQ+ film to watch) Start group page/cluster GROUP JIGSAWS (Poetry) GROUP The Bisexual Front Row: <i>The Work of a Common Woman</i> by Judy Grahn http://www.lesbianpoetryarchive.org/sites/default/files/Grahn_Commonwoman.pdf “Power and Danger: The Work of a Common Woman” by Adrienne Rich

Date	Class Agenda	DUE NEXT CLASS
	MOVIE SUGGESTIONS Watermelon Woman Tangerine Paris is Burning	https://matwenzel.wixsite.com/queer-rhetorics/post/power-and-danger “The Psychoanalysis of Edward the Dyke” https://matwenzel.wixsite.com/queer-rhetorics/post/edward-the-dyke “The Common Woman” https://matwenzel.wixsite.com/queer-rhetorics/post/the-common-woman “A Woman is Talking to Death” https://matwenzel.wixsite.com/queer-rhetorics/post/a-woman-is-talking-to-death and other poems GROUP The 22 Cardigans <i>Troubling the Line: Trans and Genderqueer Poetry and Poetics</i> by TC Tolbert and Trace Peterson https://matwenzel.wixsite.com/queer-rhetorics/post/troubling-the-line “Poetics Statement” and selected poems by Meg Day https://matwenzel.wixsite.com/queer-rhetorics/post/poetics-statement “Poetics Statement” and selected poems by D’Lo https://matwenzel.wixsite.com/queer-rhetorics/post/poetics-statement-1 “Poetics Statement” and selected poems by Duriel E. Harris https://matwenzel.wixsite.com/queer-rhetorics/post/poetics-statement-2 GROUP Cigarette Aisle <i>Nepantla: Queer Poets of Color</i> https://matwenzel.wixsite.com/queer-rhetorics/post/queer-poets-of-color selections including Audre Lorde, Langston Hughes, Joy Harjo, Justin Chin, Rickey Laurentiis, Natlie Diaz GROUP English Breakfast Tea “11 Glorious Spoken Word Poems by Queer Poets”

Date	Class Agenda	DUE NEXT CLASS
		https://bookriot.com/spoken-word-poems-by-queer-poets/
Oct 5 ARC3	Discuss poetry Work on archive page/cluster what is the spirit of QR? - destroying the table - not neutral - does not require validation to be valid - remove the restrictions of binaries and labels and boxes - challenges of ideologies of identity (disidentification) - systems of identifying - calls to question the system(s) of oppression - intersectionality - queer as a verb - awareness of positionality - everything is possible -	GROUP JIGSAWS (Memoirs) “Fragments from a Half-Existence” from <i>A History of My Brief Body</i> by Billy-Ray Belcourt https://matwenzel.wixsite.com/queer-rhetorics/post/fragments-from-a-half-existence “14 Days in Quarantine” from <i>HIV, Mon Amour</i> by Tory Dent https://matwenzel.wixsite.com/queer-rhetorics/post/14-days-in-quarantine “The Mountain” from <i>Exile & Pride: Disability, Queerness and Liberation</i> by Eli Clare https://eliclare.com/books/exile-and-pride/exile-and-pride-excerpt CW: Sexual content “Arabesque” from <i>Gary in your Pocket: Stories and Notebooks of Gary Fisher</i> edited by Eve Kosofsky Sedgwick ALSO “Introduction: Gary at the Table” by Don Belton https://matwenzel.wixsite.com/queer-rhetorics/post/cw-sexual-content-arabesque Work on archive page/cluster
Oct 10 ARC4	Research: 1. FINDING A TOPIC Who What When Where Why in your focus, don't forget the INTERSECTION OF OPPRESSIVE FORCES 2. LITERATURE REVIEW a. scholarly sources	

Date	Class Agenda	DUE NEXT CLASS
	b. “open” sources 3. make your arguments 4. consideration Another example: https://matwenzel.wixsite.com/queer-rhetorics/post/restorying-trans-zines Discuss Memoirs	
Oct 12 ART ART1	Workshop page cluster	GROUP JIGSAWS (Graphic Novels) from <i>GayLord Phoenix</i> by Edie Fake https://matwenzel.wixsite.com/queer-rhetorics/post/excerpt-from-gaylord-phoenix from <i>Hothead Paisan: Homicidal Lesbian Terrorist</i> by Diane DiMassa https://matwenzel.wixsite.com/queer-rhetorics/post/excerpt-from-hothead-paisan from <i>My Brother’s Husband</i> by Gengoroh Tagame https://matwenzel.wixsite.com/queer-rhetorics/post/excerpt-from-my-brother-s-husband from <i>Fun Home</i> by Alison Bechdel https://matwenzel.wixsite.com/queer-rhetorics/post/in-the-shadow-of-young-girls-in-flower
Oct 17	NO IN PERSON CLASS: “MOVIE NIGHT”	finalize cluster
Oct 19 ART1	Discuss Graphic Novels/memoirs	cross reference - link individual pages into a “cluster” out Materials from Group 1
Oct 24 ART2	Work in groups day	Materials from Group 2 She-Ra and the Princesses of Power Season 4 Episode 2 (Netflix)

Date	Class Agenda	DUE NEXT CLASS
		https://variety.com/2022/film/news/scooby-doo-velma-lesbian-gay-1235392668/ Optional: Trick or Treat Scooby Doo (HBO Max) Steven Universe- It's Over Isn't It? (YouTube link below) https://youtu.be/Ussqi3nagrQ Steven Universe - Stronger Than You (YouTube link below) https://youtu.be/6OWq38TikzU
Oct 26 ART2	GROUP Bisexual Front Row DAY	Materials from Group 3 "Gaydar": The Perception of Sexual Orientation From Subtle Cues https://journals.sagepub.com/doi/10.1177/0963721416664403 Look up "Jojo Pose Inspirations" on Youtube and watch the shorts https://knowyourmeme.com/memes/jojos-pose
Oct 31 ART3	GROUP English Breakfast Tea DAY	
Nov 2 ART3	BRAINSTORMING/PLANNING	Materials from Group 22 Cardigans Read Synopsis of Pitch Perfect/browse Wikipedia page: https://en.wikipedia.org/wiki/Pitch_Perfect Optional: Watch Pitch Perfect on Peacock, or Youtube (would recommend it's a great film) Watch the following clips from HSM 2: I Don't Dance High School Musical 2 Disney Channel Dirty Joke in High School Musical 2!!! Watch clip from Lemonade Mouth "She's So Gone" Lemonade Mouth - She's So Gone (Music Video) Optional: Watch clip from Lemonade Mouth "Determinate" (great song!)

Date	Class Agenda	DUE NEXT CLASS
		Lemonade Mouth - Determinate (Official Music Video) HD 1080p Read the summary of Lemonade Mouth https://disney.fandom.com/wiki/Lemonade_Mouth Watch compilation of important clips from the Descendants Triology: https://www.youtube.com/watch?v=NNYdOdPAo5E
Nov 7 ACT1	GROUP 22 Cardigans DAY	ADD ART (LINKS) ARTIST STATEMENT to Wiki OR propose art-activism come with materials for CAMPAIGN workshop
Nov 9 ACT1	WORKSHOP Mat will not be in class till 4:30 1. lived experience 2. research 3. what your possible “solution” is 4. who has the power? 5. coalition 6. direct action 7. scope	Materials from Cigarette Aisle Read: Transgender Youth and Life-Threatening Behaviors https://onlinelibrary.wiley.com/doi/full/10.1521/suli.2007.37.5.527 https://qwiki.miraheze.org/wiki/Elements_of_Gender_Identity https://qwiki.miraheze.org/wiki/Transition_to_Detransition:Twin_Sisters https://qwiki.miraheze.org/wiki/The_Idea_of_Lack_of_Fluidity:_Detransitioning https://qwiki.miraheze.org/wiki/How_Gender_Dysphoria_Plays_to_Transitioning_in_Older_Ages
Nov 14 ACT2	GROUP Cigarette Aisle DAY	
Nov 16 ACT2	SOLIDIFY LAUNCH Roundtable/brief peeling the onion	
Nov 21	NO CLASS - Thanksgiving	
Nov 23		
Nov 28	WORK DAY	

Date	Class Agenda	DUE NEXT CLASS
ACT3		
Nov 30 ACT3	WORK DAY	
Dec 5 ACT4	LAUNCH CAMPAIGN DEADLINE in class reflection DUE 4:30 Wednesday, December 14 https://docs.google.com/forms/d/e/1FAIpQLSd3X_PrcYkivhcN9dXWL_KnnWFFrEs_uwv3shPH9kkJei_qZFA/viewform?usp=sf_link	
Dec 7 ACT4	LAST DAY OF CLASS - Celebrate campaigns	

Log from 29 AUG 22

Questions

1. What is something new you learned/unlearned relearned etc. from last session
 - Don't only fight for your own identity, queer as a verb
 - Queer theory, rhetoric, and activism can contradict each other; they are not static, constantly changing
 - Binary versus spectrum
 - Physical examples (intersex siblings, chromosome variation)
 - Importance of recognizing our own positionalities as they evolve
 - Struggling to connecting to different parts of our identity / potential to be burdensome or not positive
2. What is disidentification not
 - Disidentification is not one straight forward process, one way of looking at a meaning, strictness, purity

Groups:

Definition of disidentification through Munoz / what did it look like in the past, what does it look like now? What is it not?

- “An intentional consideration, generally performed by a person of the minority, of how one does not fit the hegemonic ideas/narratives set by the dominant public, which allows for the resistance of normative discourse and a truer and empowering realization of oneself outside these limits by ironically situating oneself “within and against the various discourses”
 - Disidentification cannot be accidental
 - Disidentification is not “all of it”
 - Minority: oppressed group
 - Hegemony: social tyranny
 - Dominant public: immediately visible / involves people
 - Must have irony
 - Within & against contradictory rhetoric
 - Example: performance of Clarence
- “The process of assimilation into dominant culture in a way that seeks to queer the same dominant culture
 - Illustration: concentric circles
- Consider also, Muñoz: “Disidentification is meant to be descriptive of the survival strategies the minority subject practices in order to negotiate a phobic majoritarian public sphere that continuously elides or punishes the existence of subjects who do not conform to the phantasm of normative citizenship” (Disidentifications 4).
- “Disidentification is placing the normative within the nonnormative to disrupt these binaries, a performance ironic mechanism that accentuates uneasiness to provoke analytical examination of identity”
 - Taking the big sphere of normative and pulling it into the smaller sphere
 - Encountering disidentification may be fearful (phobia) à something happens to your own identity
- “Disidentification is the performance and embodiment of the identity one has been assigned to exemplify and amplify its absurdity. It is also, through that process, the practice of disassembling those assigned identities and reassembling them in a way that feels more comfortable and empowering to the individual”
 - Embodiment à disidentification can’t only happen in your head
 - Examples: Sid from Toy Story