

Self & Other in Literature:
Femme Narrative & Textuality
First-Year Inquiry Writing Seminar
Fall 2017

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T/R 2:00-3:15; North Academic Center 6/268
City College of New York

Genre is facing an identity crisis; femme identities in the new era of gender and genre are subverting paradigms of communication and genre by working with language and narrative in new ways. Queer biography and autobiography mark an important turn in contemporary literature and poetics: the shift from a male-dominant gaze towards a kaleidoscopic perspective on femme embodiments, embodiment theory, disability, race and racialized bodies, and the confluences of these mutable identities, offer us as readers new opportunities for storytelling and thinking about writing. These forms also make space for feminine arts: reclamations of hysteria, emotionality, and the naming of practices such as “mansplaining” and “emotional labor” correlate with new cultural trends towards identity models of social justice.

This course explores the significance of “women’s work,” contemporary cultural politics, and rhetorics of self and other in literature.

Course Learning Outcomes:

- 1) Gather, interpret, and assess information from a variety of sources and points of view
- 2) Produce well-reasoned written or oral arguments using evidence to support conclusions
- 3) Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed
- 4) Use appropriate technologies to conduct research and to communicate
- 5) Demonstrate knowledge of the skills involved in the creative process

From City College's Center for Teaching and Learning:

Hybrid and online learning explore the potential for learning at a distance. Students can participate as their schedules allow and use instructional technologies for group work and collaboration. Online learning also relieves the college of classroom space demands during peak teaching times.

Hybrid learning arguably combines “the best of both worlds”: face-to-face contact between instructor and students with unlimited options that various technology tools can offer. Hybrid learning provides more support for those students while giving more flexibility to those with multiple responsibilities in their lives. Hybrid learning is one of the fastest growing and most successful instructional delivery models, as it uses a wide variety of tools to reach different types of students.

Literary Texts (excerpts; provided):

Heroines by Kate Zambreno

Pain Woman Takes Your Keys by Sonja Huber

When the Sick Rule the World by Dodie Bellamy

Bone Confetti by Muriel Leung

That's Revolting!: Queer Strategies for Resisting Assimilation by Mattilda Bernstein Sycamore

Theory Texts:

excerpts from *Illness as Metaphor* by Susan Sontag

“When the First Voice You Hear is Not Your Own” by Jacqueline Jones Royster

“From Analysis to Design: Visual Communication in the Teaching of Writing” by Diana George

“Rhetoric and Ideology in the Writing Class” by James Berlin

“The Cognition of Discovery: Defining a Rhetorical Problem” by Linda Flower and John R. Hayes

Visual Texts:

Lemonade (visual album) by Beyoncé

Black Mirror Season 3 Episode 1: Nosedive (Netflix)

[Questions Non Trans People Are Too Afraid To Ask | BuzzFeed](#)

[What happens when you have a disease doctors can't diagnose | Jennifer Brea | TED](#)

[Brujas - Princess Nokia](#)

[From #BlackLivesMatter to Black Liberation | Keeanga-Yamahtta Taylor | TEDxBaltimore](#)

[Transgender Rights: Last Week Tonight with John Oliver \(HBO\)](#)

[“How to Spot a Fake Disability” by Annie Elainey \(YouTube\)](#)

[Disability Identity and Language by Annie Elainey \(YouTube\)](#)

[Mykki Blanco feat. Jean Deaux - "Loner"](#)

Digital Texts:

my body – a Wunderkammer by [Shelley Jackson](#)

[“Sick Woman Theory”](#) by Joanna Hedva

[Self & Other Spotify Playlist](#)

[Shaun King's series on police brutality](#)

Assignments

Literacy Narrative: students will compose a short (500-750 word) autobiographical piece of writing that situates themselves and their identities in the context of the textual world. what biases do students bring to textual interactions? what unique points of view might students bring? what expertise do students already have re: particular types of media and why/how?

Summary & Response Assignment: students will select a text from first 4 weeks and read in relationship to another from this period; visual v. alphabetic text; what different functions do these genres serve?; Your goal here is to inform your audience (your classmates and me) of how your identity interacts in a macro-level context and to demonstrate how these relationships

manifest using specific examples from texts in our class as well as your own outside research. 4-6 pages, MLA format, multimodal aspects encouraged with extra points!

Research Project on Textual Artifact: students will choose a textual artifact from **one or two** of the categories we've discussed (visual, aural, literary, theoretical, etc./others?) and work to dis-articulate and complicate various attributes of their chosen text in connection to larger cultural motifs/icons/signs; 1500-2000-word essay & multimodal component (handmade or digital); at least 5 scholarly sources/2 "everyday" sources; Here, you must convince us of a coherent, specific claim (your thesis) using textual evidence and your own analysis. 6-8 pages, MLA format, multimodal for points!

Reflective Annotated Bibliography: students will use library, database, and information technology skills to actively develop bibliographies for their own research projects for the topic & composition sections of this course; students will critically reflect upon these texts and evaluate their usefulness, bias, rhetorical efficacy, and limitations in relationship to their own research.

Portfolio & Reflective Letter: this is your chance to show me what you've learned. This portfolio will collect all of your written work from throughout the semester, including a curated selection of in-class freewrites, and will give you the opportunity to provide me with concrete evidence from your own writings demonstrating your engagement with the goals of our course. We will spend a whole class period addressing the genre of reflective portfolio letters, so don't worry if this doesn't make sense yet.

Peer Review Groups

Group work is mandatory and regular in this class. You will be paired with other students to workshop drafts of your written assignments throughout the semester. It is imperative that you attend class in order to maximize your group time, and you will be scored on your own revisions, as well as on feedback from the other members of your group.

Blackboard Discussions & In-Class Writing

Blackboard will give us the opportunity to get conversations going about our readings. We'll also be using class time to loosen up our writerly selves, including a brief freewrite at the beginning

of each full-class meeting. Come up to me and say “communication is vulnerability” for a few extra points on your participation grade for actually reading the syllabus!

Creative Autobiography

We’ll construct our own brief creative biographies of our self, of the identities we’ve explored this semester. This assignment is intentionally freeform, and I’m hoping you’ll embrace the opportunity to be creative.

Peer Reviews and Self-Assessments

For each essay assignment, you’ll be asked to use the criteria listed in the assignments to review your peers’ essays as well as your own. Your goal here is to create a positive, supportive learning environment. While we are all learning to write (no matter how good we already are), we are also expert readers. The fact that you may struggle to produce a particular kind of essay doesn’t mean that you can’t evaluate another student’s essay. On the contrary, reading someone else’s work can not only assist that writer but it can also give you insight into your own writing.

Grading

BB writing - 20%
Peer & self evaluation & group work - 20%
Summary & response assignment - 12.5%
Research project - 12.5%
Creative autobiography - 10%
Reading quizzes - 10%
Reflective Annotated Bibliography - 15%
Final portfolio - 10%

Resources

Blackboard

Fear not! BB can actually be great. We're using it to discuss our often complex readings, which will occur once a week throughout most of the semester (see calendar below for details).

The Writing Center

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104.

Gateway Advising Center, NAC 1/220

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Course Policies

What's Up with FIQWS?

Ms. Stella and I are collaborating to bring you these courses. This means that we communicate regularly and collaborate on grades, assignments, and your overall performance in the courses; we *strongly* recommend that you give each section of this course your full attention.

Late Assignments

Late assignments will have 10% deducted *if the assignment is submitted within 24 hours of the due date*. After this 24-window, up to 48 hours after the deadline, assignments will have 20% deducted. ***Assignments will not be accepted after 48 hours after the deadline.*** Technological foibles are not an excuse for lateness. Plan ahead.

Digital Stuff

I am OK with you using devices in class, but please know that small-group work requires your full attention, as does creating your own writing, both of which will be primary focuses of this course. If I find that your device distracts you from engaging with these tasks, I reserve the right to revoke this privilege.

Plagiarism and Academic Integrity

Plagiarism is copying and using other people's words without proper acknowledgment or citation as it is indicated in the CUNY Policy on Academic Integrity. You are expected to read, understand, and adhere to this policy.

Attendance

Students are expected to attend every class session of this course and to be on time. Consistent absences, late arrivals, and early departures will have a negative impact on what you get out of this course. If you have special circumstances, please contact me. I'm happy to work with you to help you complete this course.

Food & Drink

Please, no food in class. You may bring a drink, but you are expected to clean up after yourself.

Student Code of Conduct

All student members of the College community are expected to conduct themselves in a manner that demonstrates mutual respect for the rights and personal/academic well-being of others,

preserves the integrity of the social and academic environment, and supports the mission of the College. The College has an inherent right to address behavior that impedes, obstructs, or threatens the maintenance of order and attainment of the aforementioned goals by violating the standards of conduct set forth in the University student conduct policies noted below as well as other policies that may be established by the respective Schools, Global Sites, and administrative offices of the University. The goals of the CCNY Community Standards are:

- To promote an environment that supports the overall mission of the University
- To protect the University community from disruption and harm
- To encourage appropriate standards of individual and group behavior
- To foster ethical values and civic virtues
- To foster personal learning and growth while at the same time holding individuals and groups accountable to the standards of expectations established by the Code of Conduct

Date	In-Class Activities	For Next Topic
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Week #1 August 29, 2017 F2F	What's a Text?; developing a list of "expert strategies" for reading texts & dealing with texts in students' own language	Bring a text that inspires, or that you dig, or that you want to share (hard copy)
August 31, 2017 F2F	Rhetoric/MAIDS; dismember/collage a text	Watch: <i>Black Mirror Season 3 Episode 1: Nosedive</i> (Netflix); Read: "When the First Voice You Hear is Not Your Own" by Jacqueline Jones Royster
Week #2 September 5, 2017 ONLINE	Intro to literacy narrative assignment ; Discussion Qs: <i>Black Mirror</i>	Respond to <i>Black Mirror</i> discussion board Qs, including at least two (2) responses to your classmates' posts by end of Week #2
September 7, 2017 ONLINE	Literacy narrative discussion & peer review	—

Week #3 September 12, 2017 ONLINE	—	Salon article: “The burden of representation...” connected to Self & Other Spotify Playlist , contribute one song to playlist, including 200-300 word post on representation and self in music on BBDB by end of week #3
September 14, 2017 ONLINE	Discussion Q: discuss the “burden of representation” that <i>you</i> bear in various contexts on BBDB	Literacy narrative due 9/19
Week #4 September 19, 2017 ONLINE	—	Literacy narrative self-evaluation (following rubric) due 9/26
September 21, 2017	NO CLASSES SCHEDULED	Literacy narrative self-evaluation (following rubric) due 9/26
Week #5 September 26, 2017 F2F	Intro to summary & response assignment	Textual Hierarchies: The Presentation!
September 28, 2017 ONLINE	Discussion Q: what textual hierarchies can you name? what relationship can you see between these systems? describe the tensions you witness	
Week #6 October 3, 2017 ONLINE		-ness: Embodied Identities: Identity, Politics, and Embodiment; Donald Trump’s Identity Politics
October 5, 2017 ONLINE	Discussion Q: what identity hierarchies can you name? explain your understanding of the relationships amongst/within these hierarchies	summary & response assignment due 10/10

<p>Week #7 October 10, 2017 COME TO CLASS IF YOU HAVE ???s</p>		Black-ness → From #BlackLivesMatter to Black Liberation Keeanga-Yamahtta Taylor TEDxBaltimore ; #BlackLivesMatter Fall 2017 syllabus
October 12, 2017 ONLINE	Discussion Q: <i>TEDxBaltimore</i> discussion; choose a text from #BLM syllabus and write a brief annotation of the text: citation (MLA), reflection, quotables	Lemonade (visual album) by Beyoncé
<p>Week #8 October 17, 2017 ONLINE</p>		Woman-ness → <i>Heroines</i> part 1; explore my body – a Wunderkammer
October 19, 2017 F2F	LIBRARY SESSION - MEET ON NAC 2ND FLOOR	<i>Heroines</i> part 2
<p>Week #9 October 24, 2017 ONLINE</p>	Discussion Q: Pick a passage from <i>Heroines</i> that you think relates back to the theme of our course (self & other); describe how the writer achieves this, and why you think this passage is valuable	Ill-ness → excerpt from Sontag, <i>Illness as Metaphor</i> ; <i>Sick Woman Theory</i> ; “How to Spot a Fake Disability” by Annie Elainey (YouTube)
October 26, 2017 ONLINE	Discussion Q: Joanna Hedva’s “sick woman” is a metaphor; it represents more than just a literal sick woman. What else does this represent?	<i>Pain Woman...</i> ; Disability Identity and Language by Annie Elainey (YouTube)
<p>Week #10 October 31, 2017 ONLINE</p>		<i>Pain Woman...</i> ; What happens when you have a disease doctors can't diagnose Jennifer Brea TED
November 2, 2017 F2F	Discussion Q:	<i>When the Sick Rule the World</i> excerpts

Week #11 November 7, 2017 ONLINE		Trans-ness → <i>Fierce Femmes and Notorious Liars</i> ; Questions Non Trans People Are Too Afraid To Ask BuzzFeed
November 9, 2017 ONLINE	Discussion Q:	November 10: Course withdrawal period ends. Last day to withdraw from a class with the grade of “W”; Transgender Rights: Last Week Tonight with John Oliver (HBO)
Week #12 November 14, 2017 F2F		Queer-ness → Voice: signature voice, creative remix: Mykki Blanco feat. Jean Deaux - "Loner"
November 16, 2017 ONLINE	Discussion Q:	Read Sycamore excerpts for 11/28
Week #13 November 23, 2017	THXGIVING - NO CLASSES SCHEDULED	—
November 25, 2017	THXGIVING - NO CLASSES SCHEDULED	—
Week #14 November 28, 2017 F2F	Collaboration: <i>Propose a collaboration between 2 artists you admire; why?</i>	
November 30, 2017 ONLINE	Discussion Q:	
Week #15 December 5, 2017 F2F	Portfolios	
December 7, 2017	Discussion Q:	

ONLINE		
December 12, 2017 F2F	LAST DAY OF FALL CLASSES	Presentations