

Professor: Erich Nunn
Class meets: TTh 12:30-2:15, Haley Center 2222
Office hours: TTh 2:30-4, Haley Center 9076, or by appointment
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Overview

This course has two primary goals: 1) to introduce students to the problems, paradigms, and key concepts of "queer theory" (especially as it concerns literary analysis); 2) to explore queerness as it relates to visions of the "South," broadly defined. We will look at multiple texts (literary, cultural, filmic) to consider the way in which "queerness" is used as a framing device for southern identity. We will be especially interested in the intersection of queerness and other identity categories, including sites of queer expression for tomboys, transgression, interracial taboos, effeminacy, and class performances.

Materials

The primary texts we will use in this class are available from the Auburn University bookstore. Films and episodes of television shows will be available via Canvas, Netflix, Amazon Prime, or other online sources.

Novels and short story collections

- Dorothy Allison, *Trash* (1988; Plume 2002)
- James Dickey, *Deliverance* (1970; Random House, 1994)
- John Kennedy Toole, *A Confederacy of Dunces* (1980; Grove, 1994)
- Tennessee Williams, *Cat on a Hot Tin Roof* (1955; New Directions, 2004)
- Alice Randall, *The Wind Done Gone* (Mariner, 2002)
- Douglas Ray, ed. *The Queer South: LGBTQ Writers on the American South* (Sibling Rivalry, 2014)

Film and Television

- "A Beercan Named Desire." *King of the Hill*. November 14, 1999.
- *Suddenly, Last Summer* (1959)

Critical texts

The following essays and book chapters will be available in PDF format via Canvas or online:

- Judith Butler, "Critically Queer." *GLQ: A Journal of Lesbian and Gay Studies* 1.1 (1993): 17-32.
- Grosz, "Experimental Desire: Rethinking Queer Subjectivity"
- David M. Halperin, "How to Do the History of Male Homosexuality." *GLQ: A Journal of Lesbian and Gay Studies* 6.1 (2000): 87-123.
- Eve Kosofsky Sedgwick, "Queer and Now." In *Tendencies*. Routledge, 1994.

Other critical texts may be added throughout the semester.

Classroom policies

This course is discussion-based. This means that you are expected to engage actively and respectfully with me and with your classmates. Please note that the use of laptops and cellphones is not permitted in the class. Please keep these items out of sight (i.e., in a pocket or a bag). If you text or engage in any other disruptive behavior, I will ask you to leave.

Attendance

I expect you to attend every class meeting, with reasonable allowances for illness, extracurricular activities, accidents, injuries, family emergencies, etc. As a general rule, missing more than a week of class (two class meetings) will adversely affect your participation grade.

Please be on time for class. Students arriving more than ten minutes after the start of class will be considered absent.

Students who miss a class, for whatever reason, are responsible for any material covered and assignments made. This means that you will need to get notes from a classmate. Do not email me asking me to recap a class for you. (See <http://bit.ly/jgK4N>.)

Participation

Participation is not the same thing as attendance. This means that showing up to class every day and keeping generally mum will earn you an F in participation. It's a small class, all running by discussion, so you'll have no choice but to get involved. Hence it is imperative for you to be ready for class—you will need to do the reading in advance, carefully and invariably. Most students earn a B- in participation, making insightful comments in many discussions but staying uninvolved in others. Earning a B in participation means that you have come to class prepared every day, making meaningful contributions and responding to your classmates; the B involves participating heartily almost every day. A-range grades in participation are reserved for those who consistently offer true insight, read and argue rigorously, draw their classmates into thoughtful discussion in an inviting and considerate way, and situate their comments within the larger conversation the class is having. The A-range participator does this in nearly every class. Class participation counts for 10% of your grade in the course.

Assignments

All assignments should be completed by the relevant due date. Grades on late assignments will be reduced by one letter grade for each day they are late (including Saturdays and Sundays). All assignments must be completed in order for you to pass the course.

Response papers

You will be expected to produce a total of four one- to two-page (250- to 500-word) response papers during the course of the semester. You may submit no more than one response paper on any given day, and each response must address readings from the current week. Together, the response papers comprise 15% of your final grade.

Research papers

You will write two longer papers of six to eight pages. These essays will follow MLA formatting guidelines, and be submitted electronically via Canvas. Late papers are marked down one letter grade for every day late. Together, these papers accounts for 30% of your final grade.

Quizzes

Quizzes will be given periodically (as often as twice a week) to check your close reading skills. These quizzes will comprise short answer questions on the texts being read at that time. Quizzes comprise 10% of your final grade.

Presentation/Class discussion

You will be expected to help lead one hour-long class discussion (each student should take responsibility for about twenty minutes). This presentation/discussion will comprise 15% of your final grade.

Final Exam

The final exam will be cumulative—that is, it will reflect all the material covered in the course. The final exam constitutes 20% of your final grade.

Students with Disabilities

Students who need accommodations should arrange a meeting during office hours the first week of classes or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, you will need to make an appointment with The Office of Accessibility, 1228 Haley Center, 844-2096 (V/IT).

Plagiarism

I will not tolerate plagiarism. For a detailed description of what Auburn considers to be plagiarism and cheating as well as your rights and responsibilities when witnessing either of these actions, please see the Student Academic Honesty Code at <http://bit.ly/nwql7z>.

Schedule

Week	Dates	Readings and Activities
1	Tue, Aug 18 Thu, Aug 20	Introduction to the course Sedgwick, "Queer and Now" Butler, "Critically Queer"
2	Tue, Aug 25 Thu, Aug 27	Halperin, "How to Do the History of Male Homosexuality" Howard, from <i>Men Like That</i>
3	Tue, Sep 1 Thu, Sep 3	Toole, <i>A Confederacy of Dunces</i>
4	Tue, Sep 8 Thu, Sep 10	Toole, <i>A Confederacy of Dunces</i> No class; away at a conference
5	Tue, Sep 16 Thu, Sep 18	Sedgwick, from <i>Epistemology of the Closet</i> Grosz, "Experimental Desire: Rethinking Queer Subjectivity"
6	Tue, Sep 22 Thu, Sep 24	Williams, <i>Cat on a Hot Tin Roof</i>
7	Tue, Sep 29 Thu, Oct 1	<i>Suddenly, Last Summer</i> <i>A Beercan Named Desire</i> < http://bit.ly/1I8Ukwu >
8	Tue, Oct 6 Thu, Oct 8	tbd Paper workshops
	Tue, Oct 13 Thu, Oct 15	Paper 1 due; no class meeting FALL BREAK
9	Tue, Oct 20 Thu, Oct 22	Allison, <i>Trash</i>
10	Tue, Oct 27 Thu, Oct 29	<i>The Queer South</i>
11	Tue, Nov 3 Thu, Nov 5	Mitchell, from <i>Gone with the Wind</i>
12	Tue, Nov 10 Thu, Nov 12	Randall, <i>The Wind Done Gone</i> Crank, "Queer Winds"
13	Tue, Nov 17 Thu, Nov 19	Dickey, <i>Deliverance</i>
	Tue, Nov 24 Thu, Nov 26	THANKSGIVING BREAK

14	Tue, Dec 1	Paper workshops
	Thu, Dec 3	Paper 2 due; no class meeting
		Final Exam Friday, Dec 11, 12 noon – 2:30 p.m.
