

# Queery Theory: Analysis of Queer Representations

Course #: Spring 2021  
Meeting on Zoom @ (Time TBD)

## Facilitators:

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## Course Description:

In this course, we will study various representations of LGBTQ+ stories in literature, popular media, and history, with the goal of answering the following questions:

- How do we define good vs. bad representation of queer communities?
- What are common tropes associated with queer representation, and how do they influence audience perceptions?
- In what ways do these issues intersect with matters of race, ethnicity, class, ability, etc?

## Learning Outcomes:

By the end of this course, students will be able to answer the following questions:

- How do we define good vs. bad representation of queer communities?
- What are common tropes associated with queer representation, and how do they influence audience perceptions?
- In what ways do these issues intersect with matters of race, ethnicity, class, ability, etc?

## Grading:

- Attendance: 20%
- Participation: 20%
- Digital Discussion: 20%
- Reflections: 20%
- Final Project: 20%
- Total: 100%

## Classroom Rules:

We want Queery Theory to be a safe space where students and facilitators can work together as equals while discussing sensitive topics. At the beginning of

the course, we will collaboratively make a list of classroom rules and expectations that best suit the needs of the group.

### **Attendance & Participation:**

We understand that under current circumstances, many of our learning environments & capabilities have been altered. While attendance will be taken at the beginning of class, and participation in discussions is essential for the facilitation of the course, we will gladly meet each individual wherever their capacities lie. This class is about an ongoing discussion between facilitators and students, so as long as we are open with one another we can adapt.

### **Assignment Descriptions:**

- Digital Discussions: Prompts will be posted on bCourses after lectures and will be open for a week. The task is to write the best possible tweet (140 characters or less) based on the prompt assigned that week.
- Reflections: Due a week after the end of each unit, reflections are short assignments (1-2 paragraphs) discussing what you learned throughout the unit.
- Final Project: This is a creative project! Could be anything from poetry, art, music, dance, etc. This is an opportunity to explore the ideas you resonated with most in the semester or anything that you want to learn more about. We'll share a prompt as we get closer to the end of the semester.

### **Course Schedule:**

#### **UNIT 1:**

#### **Interpreting Representations of LGBTQ+ Content**

Week 1: Good & Bad Representation Explained:  
But I'm a Cheerleader, The L Word, Euphoria, Bohemian Rhapsody

Week 2: Cis-Het Actors & Queer Roles:  
Darren Criss, harm in not hiring queer artists

Week 3: Breaking Down the Queer Code:  
Jennifer's Body, Disney Villains

#### **UNIT 2:**

#### **Fetishization of LGBTQ+'s**

Week 4: Queer-spiracies:  
'Larry Stylinson,' Taylor Swift & Diana Agron, Shawn Mendes

- Week 5: GBF  
Queer Eye, GBF, Glee
- Week 6: 'Male Gaze'  
Blue is the Warmest Color
- Week 7: Misery/Closeted Bully  
Portrait of a Lady on Fire, Brokeback Mountain, Glee

**UNIT 3:  
Queer Politics**

- Week 8: Bury Your Gays  
RENT, Falsettos, [This Article](#), Disney Villains
- Week 9: Historical Queer Rep.  
Walt Whitman/Abraham Lincoln, Oscar Wilde, Emily Dickinson,  
The Favorite/Gentlemen Jack/The Danish Girl
- Week 10: Trans/Nonbinary Rep  
The Politician, The L Word, The Danish Girl
- Week 11: Latinx Rep  
Vida, One Day at a Time, Love, Victor
- Week 12: Black Rep  
Pose, Moonlight, Euphoria, The Color Purple

**UNIT 4: Future of Queer Media**

- Week 13: What does the future of queer media look like to you?