

# COURSE SYLLABUS



**COURSE TITLE:** ENGL-163: Intro to Literary Traditions: **Queer Literature**

**CLASS SECTION:** 002

**TERM:** Winter 2025

**COURSE CREDITS:** 3

**DELIVERY METHOD(S):** in-person | **T/Th 1:30-2:50pm in WT202**

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsun) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

---

## INSTRUCTOR DETAILS

---

**NAME:** Dr. Janice Niemann (you can call me Janice, and I use she/her pronouns)

**EMAIL:** niemannj@camosun.ca

**OFFICE:** Paul 320

**OFFICE HOURS:** Tuesdays and Thursdays from 12:15-1:15pm in Paul 320, or by appointment (this time is set aside specifically for you to drop in and ask questions; talk about assignments, readings, or course content; or just chat about your thoughts in general)

*As your course instructor, I do my best to provide an inclusive learning environment. However, if you experience barriers to learning in this course, I encourage discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

**Hello!** Welcome to ENGL-163: Intro to Literary Traditions, which introduces you to literary texts in relation to the historical moments in which they were produced—in our section of 163, we'll be studying queer literature from ancient Greece all the way up to today. My name is Janice, and I will be your fearless leader throughout our journey together. The goal of ENGL-163 is to support you as you practice the skills that you need to analyze, interpret, and thinking critically about literature, as well as the skills that you need to research and write about literature. Writing, research, and critical-thinking skills like these ones are vital to academic success and to responsible citizenship more broadly. I have always loved literature, and I have a PhD in English literature, so I am very excited to be here, and I hope that you are too!

Our course is organized around one core text—Carmen Maria Machado's memoir, *In the Dream House*—and then we'll be reading other texts and genres that she references throughout her memoir. We'll be talking a lot about intertextuality (when texts reference other texts) this semester. We'll also have a TV book club, about once a month, to talk about a season of *Heartstopper*, and, every Tuesday, we'll finish class with a queer song (what I will affectionately call our Tuesday Tunes).

In order to demonstrate your analytical and interpretive skills, you'll write three papers—one close reading of a short passage that you choose from *In the Dream House*, one research project about a text that you choose from UVic's [Transgender Archives](#), and one research paper about texts on the syllabus (you can choose which

ones). Finally, you'll have an exam at the end of term where you'll write a comparative essay about multiple texts from the course. You'll also earn engagement points throughout the semester so that I can give you marks for attendance, finishing your readings on time, and engaging with course content outside of class.

## CALENDAR DESCRIPTION

---

This course examines literary form, genre, historical context, and the interactions among these areas of study through close study of texts, including both primary and secondary sources, using case studies. Critical reading, thinking, and writing are essential components.

## PREREQUISITE(S):

One of:

B in English 12

C+ in Camosun Alternative

C in ENGL 151

## COURSE LEARNING OUTCOMES / OBJECTIVES

---

Upon successful completion of this course a student will be able to:

### Reading and Writing:

- Explain how literary traditions change with time and affect creation of new literary texts;
- Identify different literary forms, genres, and historical periods;
- Describe the complex variety of literary study and literature's relationship to formal, cultural, social, political and historical contexts;
- Identify various approaches to literary texts and draw connections between different texts;
- Debate canon formation and challenges to the canon;
- Use critical, literary terminology;
- Use a critical approach with appropriate language and terminology;
- Argue for various interpretations;
- Evaluate specific literary techniques;
- Employ close reading and argumentation skills;
- Use a scholarly essay form, including: a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; effective introductions and conclusions;
- Produce writing under exam or exam-like conditions;
- Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.
- Evaluate secondary sources and integrate where applicable;
- Write persuasive arguments in scholarly, academic essay format, using MLA documentation.

### Information Literacy Skills:

- Determine the nature and extent of the information needed.
- Know and use what information resources are available, in different formats.
- Use print and electronic resources effectively and efficiently.
- Evaluate sources for authority, relevance, reliability, currency and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation.

- Document sources fully and ethically, according to specified bibliographic conventions.

Discussion/Reflection:

- Discuss and analyze literature in class;
- Identify a variety of literary approaches and/or theories that can be taken towards a text;
- Articulate one's position in a critical debate of ideas.
- Engage respectfully with different interpretations.
- Reflect on one's own writing for continuous improvement.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

---

You'll need two books for this course, both of which are available at the bookstore:

- **Machado, Carmen Maria.** *In the Dream House*. McClelland & Stewart, 2019.
- **Baldwin, James.** *Giovanni's Room*. 1956. Vintage International Edition, 2024. (This book likely won't be available until mid-January, but we're not reading it until the end of March, so it will definitely be available before then.)

You will also need to purchase one **notebook** (specifically, a Hilroy 40-page ruled exercise book), available at the bookstore for \$2.69. I will show you an example during our first class.

Additionally, we will be watching one TV series, *Heartstopper*, which is available to stream on **Netflix**.

All of our other texts are available for free online; I've posted links or PDFs on D2L.

Each week, we will meet in class to discuss the assigned readings for the day. **You should be checking our D2L site before each class to make sure that you are caught up and on track**, especially because some weeks there will be additional critical readings and online activities beyond the primary things listed on the syllabus.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

---

You should complete the assigned readings before class each day.

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. Other than in-class presentations, **all assignments should be submitted on D2L by 11:59pm the due date** (due dates are listed below and posted on D2L).

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
<b>PART 1: MEMOIR</b>		
1   Jan 7 & 9	<b>Introductions</b> If you get a chance, look over the syllabus, our D2L page, and Kai Cheng Thom's "With Love, From The End Of The World" (3 pages, posted on D2L) before class	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
	<p><b>Compassion, resistance, &amp; intersectionality</b>  Audre Lorde, “The Master’s Tools Will Never Dismantle the Master’s House” (4 pages, posted on D2L)  Thom, “I Hope We Choose Love: Notes on the Application of Justice” (8 pages, posted on D2L)</p>	
2   Jan 14 & 16	<p><b>Queer memoir, genre, &amp; intertextuality</b>  Carmen Maria Machado, <i>In the Dream House</i>, pp. 1-79 (read from the opening dedication to “Dream House as Warning”)</p> <p><b>CONTENT NOTE:</b> <i>In the Dream House</i> is a memoir that discusses domestic abuse – there are no gratuitous scenes of violence or unnecessarily extended scenes of abuse, but I encourage you to read with care, take breaks, and skim/skip scenes if you need to</p> <hr/> <p><b>Dream House &amp; the AIDS crisis</b>  Machado, <i>Dream House</i>, pp. 80-159 (from “Dream House as Appetite” to “Dream House as Shipwreck”)</p>	
3   Jan 21 & 23	<p><b>Dream House &amp; the Stonewall riots</b>  Machado, <i>Dream House</i>, pp. 160-242 (from “Dream House as Mystical Pregnancy” to the end)</p> <hr/> <p><b>Dream House &amp; space/place theory</b>  Finish <i>Dream House</i> if you haven’t yet</p>	
<b>PART 2: THEORY</b>		
4   Jan 28 & 30	<p><b>TV book club</b>  <i>Heartstopper</i>, season 1 (8 episodes x 30 min each)</p> <hr/> <p><b>Queer theory</b>  Selections from José Esteban Muñoz, Sara Ahmed, others (essays posted on D2L)</p>	<b>Close reading due Jan 31</b>
5   Feb 4 & 6	<p><b>Queer theory</b>  (essays posted on D2L)</p> <hr/> <p><b>Field trip to the archive!</b>  <i>Paris is Burning</i> (1h 15min)  **I’m still confirming details for our field trip – the date might shift a little bit, and it might also end up being a digital field trip</p>	
6   Feb 11 & 13	<p><b>Camp</b>  Susan Sontag, “Notes on Camp” (posted on D2L)</p>	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
	<b>Camp</b> <i>The Rocky Horror Picture Show</i> (1h 40min)	
7   Feb 17-21	Reading break – no classes	
8   Feb 25 & 27	<b>Archive show &amp; tell</b> In-class presentations (very short, casual presentations, just like show & tell in elementary school)	<b>Archive show &amp; tell due</b> Tues, Feb 25
	<b>Archive show &amp; tell</b> In-class presentations	
<b>PART 3: POETRY</b>		
9   Mar 4 & 6	<b>TV book club</b> <i>Heartstopper</i> , season 2 (8 episodes x 35 min each)	<b>Archive project due</b> Fri, Mar 7
	<b>Ancient Greek poetry</b> Selections from Sappho (poems posted on D2L)	
10   Mar 11 & 13	<b>Victorian poetry</b> Selections from Michael Field, Amy Levy, others (poems posted on D2L)	
	<b>Victorian poetry</b> (poems posted on D2L)	
11   Mar 18 & 20	<b>Contemporary poetry</b> (poems posted on D2L)	
	<b>Contemporary poetry</b> (poems posted on D2L)	
<b>PART 4: NOVEL</b>		
12   Mar 25 & 27	<b>Novel</b> James Baldwin, <i>Giovanni's Room</i> , pp. 1-71 (all of part one)	
	<b>Novel</b> Baldwin, <i>Giovanni's Room</i> , pp. 75-118 (part two, chapters 1-3)	
13   Apr 1 & 3	<b>Novel</b> Baldwin, <i>Giovanni's Room</i> , pp. 119-69 (part two, chapters 4-5)	
	<b>TV book club</b> <i>Heartstopper</i> , season 3 (8 episodes x 35 min each)	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
14   Apr 8 & 10	<b>Wrap up, fan fiction, &amp; other types of archives</b> Find some fanfic on <i>Archive of Our Own</i> (link and instructions on D2L); we'll also be going over your exam format	Research paper due Fri, Apr 11
	<b>Wrap up &amp; exam review</b> No readings – we'll be playing my favourite exam review game and discussing study strategies	
<b>Exam period</b> Apr 14-25	<b>Final exam date TBA</b> (the exam schedule is usually posted mid-February)	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

## EVALUATION OF LEARNING

---

DESCRIPTION	WEIGHTING
Close reading	15%
Archive show & tell (graded as a component of your archive project)	
Archive project	25%
Research paper	25%
Final exam	25%
Engagement points	10%
	<b>TOTAL</b> 100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

---

In order to help you get the most out of this course, I will begin each class with the assumption that you have completed any assigned readings for the day. Doing all of your readings before class is one of the best ways to set yourself up for success in an English course.

## Late assignments

I will take 2% off of your assignment grade for every day that it's late past the original due date. Please know, though, that **I will always grant you an extension if you ask for one by 4:30pm on the original due date**, and I have a 48-hour grace period for each assignment in case something unexpected comes up in your life. Unless there are extenuating circumstances, I will not grant extensions after 4:30pm on an assignment's due date—if you need more time and forget to ask, you have the 48-hour grace period to submit. To ask for an extension, you should email me before 4:30pm on the original due date and let me know 1) your name, 2) that you'd like an extension, and 3) when you're planning to submit your assignment. You do not need to send me documentation or details, but you do need to send me those three pieces of information in order to receive an extension. I understand that sometimes life gets in the way of school, and I trust you to manage your time in the way that works best for you. You should understand, though, that the assignment schedule is set up to build the skills you will need to do well on your final paper and final exam, which, together, make up almost half of your grade for the course. If you hand in your assignments on time, I will give you detailed comments and your grade before your next assignment is due; if you hand in assignments after the original due date, even with an extension, I will not give you detailed written comments, and it may not be promptly returned to you.

## Distraction policy

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use in the classroom is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices for only course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

## Attendance and participation

Although I do not give a mark for attendance, you'll get an engagement point in class every day if you've completed the readings (they make up 10% of your final grade), so you'll need to be in class to get those points. I expect you to attend and participate in class because class discussion prompts a level of engagement with course material that you will not get anywhere else. It also allows me to assess which aspects of the course you understand well and which topics I need to review further.

## Children and babies

It is absolutely okay to bring your child to class occasionally in order to cover gaps in childcare. If you do bring your child to class, please step outside if your child is feeling chatty. Babies who are nursing are always welcome—you should never have to choose between feeding your child and coming to class.

## Academic integrity

The work you submit for ENGL-163 must be your own, and should follow proper MLA formatting and citational guidelines. Presenting the work of others, whether it is used without attribution (not properly citing your sources), submitted by you but written by someone else (including work written by artificial intelligence), or produced with inappropriate help (unauthorized editing, including editing by artificial intelligence), violates the college's policy on academic integrity. It is important to acknowledge your sources for a number of reasons: you are acknowledging and giving credit to the person who came up with the idea, you are demonstrating that you are participating in a broad scholarly conversation about your topic, and you are helping me find the really

cool and interesting sources that you use in your research in case I want to learn more about your topic. If an academic misconduct case does arise, I will deal with it on an individual basis, but it could result in a mark of 0% on the assignment or a failing grade in the course. Please also see the college's full statement on academic integrity (see link later in syllabus), which both you and I are obliged to follow.

## Grading

I will grade your assignments based on how successfully they demonstrate the learning goals for each assignment, using the specific marking rubric attached to each assignment and Camosun's guidelines for undergraduate grading (see link later in syllabus). If your assignments are submitted by the original due date, I will return them to you before your next assignments are due. Please know that your grades are never a reflection of you as a person, but merely indicate how well one particular assignment meets the assignment criteria. **You will receive either an I grade (incomplete) or an F grade (fail) in the course if you do not submit the following: close reading, archival paper, research paper, and final exam.** If you feel that an assignment you submitted has been unfairly evaluated, your first step is to discuss your concerns with me. Be prepared to show me a one-page written statement explaining how your work matches the standards for the letter grade you think you should have received with reference to the assignment guidelines and marking rubric. If you are not satisfied with your discussion with me, you may apply for a formal grade review, and I can help you navigate how to do that (see link later in syllabus).

## STUDENT RESPONSIBILITY

---

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

---

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit [camosun.ca/services](https://camosun.ca/services).

Support Service	Website
Academic Advising	<a href="https://camosun.ca/services/academic-supports/academic-advising">camosun.ca/services/academic-supports/academic-advising</a>
Accessible Learning	<a href="https://camosun.ca/services/academic-supports/accessible-learning">camosun.ca/services/academic-supports/accessible-learning</a>
Counselling	<a href="https://camosun.ca/services/health-and-wellness/counselling-centre">camosun.ca/services/health-and-wellness/counselling-centre</a>
Career Services	<a href="https://camosun.ca/services/co-operative-education-and-career-services">camosun.ca/services/co-operative-education-and-career-services</a>
Financial Aid and Awards	<a href="https://camosun.ca/registration-records/financial-aid-awards">camosun.ca/registration-records/financial-aid-awards</a>
Help Centres (Math/English/Science)	<a href="https://camosun.ca/services/academic-supports/help-centres">camosun.ca/services/academic-supports/help-centres</a>



Support Service	Website
Indigenous Student Support	<a href="https://camosun.ca/programs-courses/iecc/indigenous-student-services">camosun.ca/programs-courses/iecc/indigenous-student-services</a>
International Student Support	<a href="https://camosun.ca/international">camosun.ca/international</a>
Learning Skills	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>
Library	<a href="https://camosun.ca/services/library">camosun.ca/services/library</a>
Office of Student Support	<a href="https://camosun.ca/services/office-student-support">camosun.ca/services/office-student-support</a>
Ombudsperson	<a href="https://camosun.ca/services/ombudsperson">camosun.ca/services/ombudsperson</a>
Registration	<a href="https://camosun.ca/registration-records/registration">camosun.ca/registration-records/registration</a>
Technology Support	<a href="https://camosun.ca/services/its">camosun.ca/services/its</a>
Writing Centre	<a href="https://camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills">camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

### Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>  
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

### Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

### Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

### Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and [camosun.ca/services/sexual-violence-support-and-education](https://camosun.ca/services/sexual-violence-support-and-education).

To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-370-3841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

### Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at

the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

