Course Description:
Some poets are known for portraying alternative sexualities in their poetry. Others seem to cover sexuality up. Can we use a poem to determine whether a poet is gay, lesbian, bisexual, transgender, or questioning? Or do some poets simply defy categorization? What makes a poem queer? Is poetry somehow more or less queer than other literary forms? Even if we can answer these questions, what would they tell us about literature in general? This course will investigate such topics and more by tracking queer poetry in twentieth-century America. We’ll start with nineteenth-century figures Walt Whitman and Emily Dickinson, then move on to Gertrude Stein, Hart Crane, Langston Hughes, Countee Cullen, Elizabeth Bishop, Allen Ginsberg, Frank O’Hara, and others. We’ll ask what their poetry meant in their own times, as well as what it means to us in our present era of expanding civil rights and changing sexual attitudes.

Texts:
Required:  The Norton Anthology of Modern and Contemporary Poetry, 3rd Edition
Jahan Ramazani (Ed.), Richard Ellmann (Ed.), Robert O’Clair (Ed.)
(2 volumes, ISBN 978-0-393-32429-7)
Recommended:  The New Princeton Encyclopedia of Poetry and Poetics
Dictionary:  Oxford English Dictionary
(http://www.oed.com.ezproxy.stanford.edu/)

Evaluation:
• Attendance and Participation (10%)
• Poetry Performance (10%)
• Poetry Creative Writing (10%)
• Two Short Responses (20% each)
• Final Paper (30%)

Schedule (subject to change with advance notice)

Week 1

Tuesday, 6/27: Introduction: Walt Whitman and Emily Dickinson
Thursday, 6/29: Gertrude Stein

Week 2

Tuesday, 7/4: Independence Day (no class)

Thursday, 7/6: Gertrude Stein

Week 3

Tuesday, 7/11: Hart Crane

Thursday, 7/13: Hart Crane

Week 4

Tuesday, 7/18: Langston Hughes

Thursday, 7/20: Langston Hughes

Week 5

Tuesday, 7/25: Countee Cullen

Thursday, 7/27: Countee Cullen

Week 6

Tuesday, 8/1: Elizabeth Bishop

Thursday, 8/3: Elizabeth Bishop

Week 7

Tuesday, 8/8: Allen Ginsberg

Thursday, 8/10: Allen Ginsberg

Week 8

Tuesday, 8/15: Frank O'Hara

Thursday, 8/17: Frank O'Hara
Class Etiquette:

- Treat emails as you would treat professional written correspondence. Start with “Hi [Name],” or “Dear [Name],” and close with “Thank you,” “Many thanks,” “Best wishes,” etc. Use emails to practice your writing. Check them for spelling, clarity, and appropriate tone.
- Laptops and other devices tend to physically and mentally distract us and impair class discussion. Let’s use them responsibly.
- Please leave your phones in your pockets at all times and turn off your ringtones.
- Eating and drinking in class are fine. Just don’t be disruptive.
- Assignments must be turned in on time. If they’re turned in late, your grade will suffer. A problem with technology (e.g., internet, laptops, printers, etc.) is not an acceptable excuse for turning in an assignment late.

Honor Code:
The Honor Code is the university’s statement on academic integrity written by students in 1921. It articulates university expectations of students and faculty in establishing and maintaining the highest standards in academic work.

1. The Honor Code is an undertaking of the students, individually and collectively:
   1. that they will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading;
   2. that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.
2. The faculty on its part manifests its confidence in the honor of its students by refraining from proctoring examinations and from taking unusual and unreasonable precautions to prevent the forms of dishonesty mentioned above. The faculty will also avoid, as far as practicable, academic procedures that create temptations to violate the Honor Code.
3. While the faculty alone has the right and obligation to set academic requirements, the students and faculty will work together to establish optimal conditions for honorable academic work.

The fundamental standard is also a key part of fostering a discussion environment built on trust and creativity:

1. Students are expected to respect and uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity, or socio-economic status.
2. Students are expected to uphold the integrity of the university as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all.

Students with Documented Disabilities:
***If you currently have an OAE letter, please show it to me immediately.
Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request with required documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty dated in the current quarter in which the request is being made. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. (OAE contact information: 563 Salvatierra Walk; 650-723-1066; http://studentaffairs.stanford.edu/oaе)

Course Material Support
Stanford University and its faculty are committed to ensuring that all courses are financially accessible to all students. If you are an undergraduate who needs assistance with the cost of course textbooks, supplies, materials and/or fees, you are welcome to ask the Diversity & First-Gen Office for assistance by completing their questionnaire on course textbooks & supplies: http://tinyurl.com/jpqbarn or by contacting Joseph Brown, the Associate Director of the Diversity and First-Gen Office (jlbrown@stanford.edu; Old Union Room 207). Dr. Brown is available to connect you with resources and support while ensuring your privacy.