

CFP: Special Issue of *Literacy and Composition Studies* on Queer and Trans* Embodied Literacies (4/1)

Guest Editor Zarah Catherine Notter-Moeggenberg & Editor Brenda Glascott

On January 7th, 2019, in Montgomery, Alabama, the body of Dana Martin was found in a ditch. She is the first known murder of a transgender person in the United States in 2019 and also part of a larger undercurrent of murders of young, trans* people of color, who never seem to get our attention.

As queer people, we often turn to online worlds to find “people like us”—to know that we belong. We seek out the embodied performativity that may be far outside our grasps. This realness may be on Tumblr, Twitter, YouTube channels, film, television; or it may be more accessible in gay bars, music, dance, or even clothing. Whatever it is, it is strikingly human, material, bodied, and living. In “Queer Literacies Survival Guide,” [Stacey Waite](#) remarks that finding alternative literacies is likely why she is alive. She writes, “Somewhere in me is the theory that if we can teach our students queer imagination, if we can encourage them to cultivate queerer interpretations, if we can help them imagine other, queerer worlds, then perhaps more queer people will survive” (114). Both in her article and in *Teaching Queer*, Waite helps us understand that the body and embodiment are critical to queer literacy, perhaps even more so to survival.

But at the 2018 Watson Conference Jacqueline Rhodes gave a short plenary speech that sunk deep in our chests, on how queer theory has “died a little death.” It’s not working anymore, Rhodes said that day. In stark contrast to Waite, Rhodes remarked that we need to turn to feminist and transgender theories to do the work that needs to be done, and we imagine that means not just within rhetoric and composition, or English more broadly, but nationally and globally. Related to Rhodes’s call, Jack Halberstam’s recent work puts “trans*” forward as that which

challenges meaning and refuses “to situate transition in relation to a destination, a final form, a specific shape, or an established configuration of desire and identity” (4). We wonder if there a shape to queer literacy. We wonder how trans* theories might intersect and be sewn to it. What work does queer literacy do now? And, given the current political milieu, does queer literacy matter in the work we do in our classrooms?

Halberstam writes that “when narratives of sex, gender, and embodiment loosen up and become less fixed in relation to truth, authenticity, originality, and identity, then we have the space and the time to imagine bodies otherwise” (xii). In this special issue of [Literacy in Composition Studies](#), we invite scholarship that addresses queer and trans* embodied literacies. We call upon other LGBTQ+ scholars and allies to challenge what we know about queer literacy. Questions of interest include, but are not limited to, the following:

- What are queer and trans* literacies? How do they manifest? What work do they do in classrooms, in writing centers, in communities, and within or as part of ourselves?
- Given the current political milieu, how can we more fully integrate queer and trans* embodied literacies in pedagogies?
- Can queer and transgender theories intersect to bring about new avenues in literacy?
- How do queer and trans* literacies relate to social justice work?
- How do queer and trans* literacies intersect with digital rhetorics?
- What is the relationship between queer and trans* literacies and labor?
- How does/might feminist theory or critical race theory intersect with queer and trans* embodied literacies?
- How do we integrate, study, theorize, and research queer and trans* embodied literacies in composition studies?

- In response to Rhodes, if queer theory has “died a little death,” in what directions do we move now?

Questions/Inquiries may be sent to Zarah Moeggenberg at zarah.moeggenberg@usu.edu and Brenda Glascott at glascott@pdx.edu before the proposal deadline.

Timeline:

Proposals (no longer than 500 words) due Monday, April 1, 2019 to

zarah.moeggenberg@usu.edu with subject line “LiCS Proposal [Last Name]”

Notice of Proposal Acceptance June 1, 2019

Full Manuscripts due November 1, 2019

Revision Feedback sent to Authors in February 2020

Revisions Due April 1, 2020

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