

Theme Project 4

Old School Tools: THE ZINE

Each theme in the course has multiple reading responses. At the end of a unit, there will be a culminating project. We will return to the conversations we have had, the readings we have done, and the writings we have laid down ... and then synthesize all of that in some way.

PROJECT #4 asks you to use some old school tools, namely zine technology. You have two choices for the final project in this theme: 1) a **paper zine** OR 2) a **digital zine**. At the end of this theme, you will present your two RRs as a paper or digital collection.

If you choose a **paper zine**, then you will do each RR for theme four as a scrapbooker might—as a piece of art. It can be written on anything--- including newspapers and things with print already on them. In

fact, the more alternative the medium, the better. The work can also be handwritten as an option. For inspiration, go to Instagram and search under the hashtag, #snailmail or #snailmailrevolution.

If you choose a **digital zine**, then you will do two RRs like you normally would via word processing. For the theme project, you will take your RRs from this theme and create a zine that looks a lot like the syllabus. You will need to play with multiple fonts and color-blocking on EACH page of each RR (like this handout). Each page should have at least three images/graphs/charts with the words wrapped around each image (i.e., no free floating images) with image credits right below.

What would you rather do? Work on the computer? Or work with more tactile materials and with your hands? Only you can answer this. Crafting is also a form of self-care so if that's you, really let yourself go and play. On the other hand, you might be the type who likes to stay up all hours of the night, playing on the computer, and overdosing on Red Bull. If that's your thing, the digital zine is for you. If you're somewhere in the middle.... Well, there's always flipping a coin. In the ideal, this project won't feel like a chore. It will feel like putting together all of your ideas in a low-stress but creative way now that we have reached the end of the semester.



Your Point-Spread for a PAPER ZINE (5 points)

Expectations	Check
1. I have collected my thoughts and presented them in a creative, hand-made container (this could be an envelope, self-made booklet, paper pockets, etc). My container/object has a creative title that pertains to this theme unit.	
2. I did something creative that is (mostly) handwritten and hand-made as my reaction to the essay by Cathy Cohen . It doesn't look like an essay but I get my points across in an interesting and creative way.	
3. I did something creative that is (mostly) handwritten and hand-made as my reaction to any one other essay on queer rhetoric from the course website (go to the course website--- www.funkdafied.org . There you will see a mainpage dedicated to this theme of the course (theme four): "All Tea, No Shade": Black Queer Rhetorics for a New Language of Humanness. Go to the subpage called "I Run This Club.") It doesn't look like an essay but I get my points across in an interesting and creative way.	
4. My ideas and politics on Black queer rhetorical theory and Black queer rhetoric are clear and obvious. I have made explicit connections between the two essays in my zine.	
5. Somehow, somewhere, I have included bibliographic information about the two essays that I read.	
For three points extra credit, I include a THIRD essay in my zine (which means I include the third essay in my comparison, bibliographic information, etc)	

Total Points (this project accounts for 5 points of the final grade's 100 points)	
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Points Translation (Roughly)

5 points: A 4 points: B 3 points: C 1-2 points: Failing



Your Point-Spread for a DIGITAL ZINE (5 points)

Expectations	Check
1. I have created interesting cover art (that takes up the first page in its entirety) with a clear and interesting title.	
2. I transformed my essay by Cathy Cohen by making sure every full page had at least 3 images/graphs/charts. Each image is right- or left-justified (there is no image free-floating with no words wrapped around it). I gave credit to each image and played with fonts.	
3. I transformed any one other essay on queer rhetoric from the course website by making sure every full page had at least 3 images/graphs/charts (<i>go to the course website--- www.funkdafied.org. There you will see a mainpage dedicated to this theme of the course (theme four): "All Tea, No Shade": Black Queer Rhetorics for a New Language of Humanness. Go to the subpage called "I Run This Club."</i>). Each image is right- or left-justified (there is no image free-floating with no words wrapped around it). I gave credit to each image and played with fonts.	
4. My ideas and politics on Black queer rhetorical theory and Black queer rhetoric are clear and obvious. I have made explicit connections between the two essays in my zine.	
5. Somehow, somewhere, I have included bibliographic information about the two essays that I read.	
For three points extra credit, I include a THIRD essay in my zine (which means I include the third essay in my comparison, bibliographic information, etc)	

Total Points (this project accounts for 5 points of the final grade's 100 points)	
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Points Translation (Roughly)

5 points: A 4 points: B 3 points: C 1-2 points: Failing

theme iv ends . . .

