

### Project 3: Research Brief on International Queer and/or Trans Identity

Due Date: **By class time 11:15 AM PDT on Monday 05/08**

How to Submit: Through Sakai Assignments

What to Submit: Your research brief in .doc, .docx, .pages, or .pdf

#### Overview

For this assignment, each student is asked to research, write, and present about the intercultural communication practices of an international “queer” and/or “trans” group, community, or population.<sup>1</sup> Essentially, the research brief should answer two research questions: How does this group, community, or population communicate about their identities? Why?

Caveats:

- “International” does not mean that there will be no members in the US; there are diasporic communities throughout the US and many borderland communities that span US borders. However, you’re encouraged to broaden beyond US-based members.
- You may choose a group, community, or population who does *not* claim the words queer or trans, who actively refuses the label LGBTQ+. In fact, that may be a really important part of how they communicate their identities!
- “[L]esbian, gay, bisexual, trans\*, and intersex people do not constitute a homogenous community, nor are any of these identities monolithic or universal.”<sup>2</sup>

#### Topic Idea

Please fill out the form linked in the Course Schedule by class time **on Monday 04/24** with your *tentative* idea for this project. This is to ensure that we cover a breadth of topics.

#### Why is this assigned?

Critical scholars have called for Intercultural Communication to become more internationally- and transnationally-focused, including in queer and trans IC.<sup>3</sup>

#### Citational Ethics

Please cite from at least **ONE** scholar who is a member of the international group, community, or population you’re researching.

#### Resources

You may want to consult a librarian to find sources. They have [one-on-one meetings available](#) to discuss research. Examples of research about international queer and trans IC are on Sakai under Resources.

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<sup>1</sup> These are in quotation marks because they may use the terms of LGBTQ+.

<sup>2</sup> Dustin Bradley Goltz, Jason Zingsheim, Tera Mastin, and Alexandra G. Murphy, “Discursive Negotiations of Kenyan LGBTI Identities: Cautions in Cultural Humility,” *Journal of International and Intercultural Communication*, 9, no. 2 (2016), 105

<sup>3</sup> Godfried Asante & Jenna N. Hanchey, “Decolonizing Queer Modernities: The Case for Queer (Post)colonial Studies in Critical/Cultural Communication,” *Communication and Critical/Cultural Studies*, 18 no. 2 (2021), 212-220 ; Ahmet Atay, “Transnational and Decolonizing Queer Digital/Quick Media and Cyberculture Studies,” *Communication and Critical/Cultural Studies*, 18 no. 2 (2021), 183-189; Karma R. Chavez, Pushing boundaries: Queer intercultural communication,” *Journal of International and Intercultural Communication*, 6 no. 2 (2013), 83-95; Shinsuke Eguchi, “What is ‘Queer Asia?’: A Struggling Pathway to Globalizing Queer Studies in Communication,” *Communication and Critical/Cultural Studies*, 18 no. 2 (2021), 196-203.

M. Ritchie

### Structure

I ask that your research brief is **at least two pages double-spaced**. Cite in any style.

Follow this structure:

- **Communication Practices:** Outline and elaborate on the intercultural communication practices related to identity you researched. You can be hyper-specific or more general.
- **Rationale:** Tell us why your research into these practices matters. What does your research mean for Intercultural Communication as a field? What does it mean for the group, community, or population you researched?
- **Your queer research praxis:**<sup>4</sup> What norms do you resist? What values and/or principles guide your research? How does that inform your actions and choices? How do your citations challenge patterns of exclusionary citations in IC?

### Assessment

Value: 100 points

- *Citational Ethics* – Tries to undo harmful patterns of citationality in IC (Intercultural Communication); tries to cite from at least one member of the researched group, community, or population; citations are provided in a citation format
- *Focus on Communication* – The research is not an overview of a culture but is instead focused on *communication practices*; the research is clearly based in communication research/journals/academic sources
- *Challenges Otherizing Communication Practices* – Demonstrates reflexivity and humility, attentiveness to power and language, does not rely on Eurocentric narratives that otherize
- *Structure* – Contains the recommended structure of a brief; at least two pages double-spaced or comparable
- *Praxis* – There is a clear praxis that embraces a queer approach to a cultural group in how it is researched/known/written about

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<sup>4</sup> In *Queer Praxis*, Dustin Bradley Goltz, Aimee Carrillo Rowe, Meredith M. Bagley, Kimberlee Pérez, Raechel Tiffe, and Jason Zingsheim outline queer praxis as “the impulse to resist the normativity that is embedded and continues to actively embed itself in our worlds, our minds, our relations, our hopes, and our futures.” Dustin Bradley Goltz, Aimee Carrillo Rowe, Meredith M. Bagley, Kimberlee Pérez, Raechel Tiffe, and Jason Zingsheim, Introducing Queer Praxis: Coming to Queer Love,” In *Queer Praxis: Questions for LGBTQ Worldmaking* (Peter Lang, 2015), 12.

### Project 3 Presentation

#### Guidelines:

- Please present your research for up to **7-8 minutes**. Please try to respect this time; it’s split up this way for fairness reasons
- You are welcome to use visual aids or not

#### Some requests about the classroom spaces:

- **Before you present, please consider what we brainstormed at the start of the semester:** how to support one another, how to be accountable to one another, and how to deal with conflict if it does arise
- **Please try to be open to any feedback** about how we can better communicate about people around the world from our own cultural positions; we’re working at our “learning edges”
- **Please do not instrumentalize any historically marginalized or minoritized population in the class** (e.g. asking queer or trans people, POC, people with a background similar to whomever you researched to teach you about your researched topic)
- **Please give content/trigger warnings** for any sensitive subject matters
- If you are doing a presentation that goes beyond presenting your research and is somehow performative, please get instructor permission and class consent
- Please consider how to best teach our class, including our various learning styles

#### Presentation Schedule

Calculated with randomizing algorithm

Date	Date	Date
1. [removed]	1. [removed]	1. [removed]

#### Assessment

Value: 50 points

- *Adapted to learning space*: effort to teach us most relevant communication practices
- *Preparation*: shows a level of preparedness to inform us about a cultural group
- *Inclusive language*: spoke about a cultural group in a respectful, open way and avoided Eurocentric otherizing practices