



"A manifesto, a cosmology, a dictionary, & a mapping of the materiality of thought, *Entering the Blobosphere* reveals that we are already there—living in the untranslatable spaces between meaning and representation, relying on the formless imprecision of blobs as our central modes of apprehension and connection. —MARIE LO, Scholar of Asian American Literature

## TEACHING GUIDE

# Entering the Blobosphere: A Musing on Blobs

by Laura Hyunjhee Kim

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### Recommended Classes:

- Creative Writing
- Creative Nonfiction
- Experimental Writing
- Poetry
- Contemporary Literature
- Feminist Literature
- Performance Art / Performance Studies
- Digital Art / New Media Art

### Keywords:

Speculative Theory / Critical Theory / Experimental / Hybrid / Conceptual Writing / Language / Poetry / Persona / World-building / Remix / Asian-American / Feminist / Performance Art / Point of view / Blob / Blobologist / Manifesto / Language / Language-ing / Philosophy / Feelosophy / Culture / Practice-based research / Critical thinking / Imagination / Creative process / Image-Text / Art / Nonlinearity / Representation

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*Entering the Blobosphere* is a versatile and generative resource for classrooms to empower students to find their own unique voice and space for shifting perspectives, persona-building, and world-building. This book can act as a unique example for showing how an articulation of a word and/or concept can materialize through (non)articulation, how incoherence can be a stage for speculative logic, how a series of nuanced gestural expressions can transform into writing, and how a single word can become an experimental site for imaginative exploration. For students who creatively work with the poetics in words and engage in nonverbal forms of expression, this book is a great departing point for experimenting with the art of language, creative expression, ideating, and self-discovery through curiosity.

## DISCUSSION QUESTIONS

1. Where is the blobosphere? What is the blobosphere? Is it pertained to a specific linear or nonlinear time or space?
2. Who is a blobist? What makes a blobist? What does it mean to be a blobist? Are you a blobist?
3. Who is a blobologist? What makes a blobologist? What does it mean to be a blobologist? Are you a blobologist?

4. How is the word “blob” used in the book and what critical lens do “blobs” afford us?
5. How does the author adopt the persona of a blobologist and embody / perform it throughout the text? How do performance art and literature inhabit and influence one another?
6. How does language perform in the book? For instance, how do the quotes function throughout the book? What is appropriation and remix? What is context?
7. Is this book a linear or nonlinear experience? How does the way you read it change the way the content is experienced? Does the different ways of reading, affect the writing itself?
8. How do the illustrations influence your experience with the text? Vice versa, how does the text influence the illustrations?
9. Are the observations and speculative theories practiced throughout this book fact or fiction? How do they hybridize and in what ways does the author achieve this?
10. Blobs are capable of shapeshifting like the mind. How often do you change your mind? Does this help propel your creative process?
11. What is our role and responsibility as creative imagineers? As with the precarity of languaging, can everything be blobbed? or should we be cautious of what we decide to blob? How can we blob with care?
12. How does the art of noticing and observing lead to speculative logic and sense-making?
13. What is your creative process like and how does this inform the way you understand the world around you?
14. How would you describe what a “blob” is after reading the book?
15. Is a “blob” everywhere? How does a single word become a site for experimentation?

### **Possible Assignments:**

- Either collaboratively or individually, write your own version of a *Blobifesto* and read or perform it in front of other students. What will the tone of your voice be like? Will it be participatory? Will it be verbal or nonverbal? Will it be an image or documented in writing? Will it be a performance? Will you be adding movement to it? Is it ephemeral? Does it change shape over time? What lens are you using to filter the world? What does it mean to you and what would you like it to mean for others?
- Collaborate with a group and create a *Blobossory*-type Wiki. Write or draw your blobby ideas out and make it tangible. How does each freshly blobbed word make you feel? Does it make-sense? Try to be as descriptive as possible. Can you touch it? taste it? smell it? hear it? See it? How many blobs can you fit into one sentence?
- You are entering the blobosphere with a group of blobologists, what ideas would you take with you to conduct the field study. What do you expect to bring back from your venture? What would be in every Blobologist’s Starter Kit?
- As a self-identified blobologist, write or draw out your own theory on blobs and how this changes the way you see the world. Does it make sense or are you able to make up sense for it to make sense? In this process of making-sense, what do you notice? Similar to the “telephone game,” try to explain your sense-making thought process to another student and have that student relay your findings to the group. Afterwards, have a discussion about

any of the challenges you had in this process or if it helped you better understand yourself, your colleague, and the way you talk to each other.

- An Interview with a blobologist - this could be a class project and the collected works can be presented on an online blog (circulate in the blogosphere!). Conduct a speculative interview with a blobologist by remixing quotes from your favorite authors, visual artists, or any individual that has greatly inspired your creative thought processes and forms of expression. The multimodal outcome can take many shapes such as in the forms of a vision board, creative writing, or even video.
- Open the book on a random page, read a passage, close the book. Draw what you read. Discuss why you drew what you drew with the class.
- Open book on a page with an illustration, close the book. Write a paragraph based on the image you saw. Discuss why you wrote what you wrote with the class.