

Community and Pedagogy: Advanced Seminar in LGBTQ Studies

Professor A. Finn Enke

Office Hrs: Tues 1:30-2:15 3408 Sterling, Thurs 12:30-1:00 5124 Humanities

Classlist: genws642-1-s16@lists.wisc.edu

Course Description

How do we—as individuals and as communities—communicate across difference of perspective, experience, and need? This advanced seminar in LGBTQ Studies focuses on pedagogies—techniques of teaching, learning, and participating in the world that might support coalition, transformation, and well-being. Working with LGBTQIA forms of documentation, expressive culture, social vision, and activism, we will consider how people and communities re-present themselves and register social critique. Ultimately we ask how people learn to listen and collaboratively build a broader social vision? We will examine a variety of mediums of communication such as visual, musical, written, spoken, and filmic forms to explore the ways that different methods of expression create meaning and foster community.

A significant component of the course consists of your own projects of imagining modes of communication and pedagogy that may foster open-minded interest and potential transformation in an issue or context of relevance to LGBTQIA lives. This includes two solo or group (max 6 people) projects. The first, in which you design and demonstrate how to do something. The second, in which you may either a) write and present a play or other format in which you show how people encounter, learn from, and are changed by each other in a situation of conflict. Each of these projects involves classroom presentation, though each affords a variety of ways to participate in order to accommodate everyone's strengths and inclinations. You will receive separate assignment sheets for each other these.

In addition, we will be reading several books together, writing assignments, and working together in seminar to enhance our perspective.

Required Course Books, including **used copies**, are available at Room of One's Own on Gorham. They are also on 3-hour reserve at College Library.

Audre Lorde, *Sister Outsider*

Mike Gill, *Already Doing It: Intellectual Disability and Sexual Agency*

Anne Balay, *Steel Closets: Voices of Gay, Lesbian and Transgender Steelworkers*

Alison Kafer, *Feminist, Queer, Crip*

Willy Wilkinson, *Born on the Edge of Race and Gender*

Course Requirements All assignments must be completed to receive a passing grade.

Attendance: A crucial portion of the learning for the semester takes place in seminar, through dialogue with everyone in seminar. Attendance is thus required. Please come prepared to discuss the day's readings and actively engage in seminar conversation. Please do not schedule meetings or appointments during any portion of our 2+ hour seminar time.

Participation, 20%: The most important aspect of this seminar is discovering and articulating your own insights from your reading and stay in open dialogue with others to collaboratively and collectively build greater insight. Everyone's contributions are essential to this endeavor; you are encouraged not only to share your perspective, but also to be aware of the overall discussion dynamic: is it well-balanced? do you and others feel comfortable enough to speak, even if you know that it might be stressful? If not, what can you do to facilitate a more open-minded and respectful process of sharing and listening?

With this in mind, consider yourself to be a co-caretaker of seminar dynamics; know that you are part of the community and we are all responsible for actively ensuring that everyone is invited to share their perspectives, helping the seminar maintain an attitude of respect for all persons, facilitating communication if differences of perspective become stressful, and encouraging engagement or breaking the ice if people in seminar are reluctant to speak.

Small Group Oral Response and Question to each reading, 20%: in groups of 3-5. For each day's reading, your group will deliver an oral response and question. Your response may be developed and delivered in any style, with or without material or visual aids. It must be a collaborative effort that benefits from the participation of each member in the group. Your oral response shared to the seminar may be a strict maximum of 5 minutes.

Individual Written Engagement and Question for each book (4 total), 20%: for each book we read, you are required to write a 2-page response in which you substantively engage some aspect of the book that you find particularly compelling. Your comments must include specific consideration of the author's communication and its effectiveness, and one question. You may use whatever style or medium of written delivery works the best for what you want to say.

Project 1, 15%: Group (max 6) or solo. The idea here is to develop a topic or thing to teach, develop a pedagogy appropriate to that, and then to teach it to the class in 10-12 minutes. The only requirement is that it be in some way relevant and/or useful to lgbtqia (or any portion thereof) life. You can teach us how to make

something or how to do something, or you can teach a lesson of some kind. You'll want to clearly define both what you are teaching, and the object or goal of the lesson. Consider your audience. If you want to have an audience other than the seminar (e.g. gradeschool kids, your family, etc), specify that. On what kinds and styles of communication does this depend? More details provided separately.

Project 2, 25%: Group (max 6) or solo. You may either: a) write and share (perform or read) a short play in which people who do not have the same experience or values encounter and learn from each other and together develop new perspective on an issue of relevance to queer life; or b) similar to Project 1 but more extensive (this could be an elaboration of the same project, or a new one). Seminar time will be devoted to developing and sharing your projects. More details provided separately.

Accessibility: Everyone, regardless of disabilities, is welcome in this course. Please let me know if you need accommodations in instruction or evaluation procedures in order to facilitate your full participation. The McBurney Center provides useful assistance and documentation.

Cell phones and blackberries or other communication devices may not be used during class. **Laptops** may be used if ability/disability/access or pedagogical purpose makes it necessary.

Class Schedule:

Jan 19	Introduction
Jan 26	Audre Lorde, <i>Sister Outsider</i> : "The Uses of Anger," "Poetry Is Not a Luxury," "The Transformation of Silence into Language and Action" "The Uses of the Erotic"
Feb 2	from <i>Sister Outsider</i> : "The Masters Tools Will Never Dismantle the Master's House" "Notes from a Trip to Russia," "Sexism: An American Disease in Blackface" "An Open Letter to Mary Daly" "An Interview" Discuss Project 1
Feb 9	Mike Gill, <i>Already Doing It</i>
Feb 16	Anne Balay, <i>Steel Closets</i>
Feb 23	Project 1 Preparation time
Mar 1	Alison Kafer, <i>Feminist, Queer, Crip</i>
Mar 8	Presentations on Project 1
Mar 15	Willy Wilkinson, <i>Born on the Edge of Race and Gender</i>
Mar 22	SPRING BREAK
Mar 29	Willy Wilkinson, <i>Born on the Edge of Race and Gender</i>
Apr 5	Project 2 prep, check in
Apr 12	Project 2 prep, check in
April 19	Project 2 present
Apr 26	Project 2 present
May 3	Project 2 present and seminar wrap-up