Imagine Change, Create Change: Advanced Seminar in LGBTQI Studies
Professor A. Finn Enke
Office Hours: Tuesdays, 1:30-2pm; Wednesdays, 12:00-1pm and by appt
3408 Sterling Hall
Classlist: genws642-1-s13@lists.wisc.edu

Course Description
How do we—as individuals and as communities—form coalition and change the world? This advanced seminar in LGBT Studies focuses on expressive culture, queer social vision, and communication across difference. We will focus on techniques of queer communication, representation and documentation: How do people and communities and re-present themselves, how do they register social critique, and how, ultimately, do 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 strategies of communication that build community and support coalition. This includes writing a dialogue, play or story involving an active effort to change a situation involving youth (children, jr. high or high-school age), a group project in which groups of 3-5 people will write a play in which people encounter, learn from, and are changed by each other in a situation of conflict; and an open project that you may do solo or in small groups in which you create a vehicle (a paper, spoken word piece, zine, short video, visual art form, etc) intended to invite people to bridge difference and create coalition.

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*
Alex Sanchez, *The God Box*
A. Finn Enke, *Transfeminist Perspectives*
Kenny Fries, *Body, Remember*
**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. You are asked to 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. If you are ill or have other extenuating circumstances, please let me know as soon as you can.

**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, everyone will sign up to be co-caretaker of seminar dynamics twice during the semester. Caretakers’ responsibilities include actively ensuring that everyone is invited and welcome to share their perspectives, actively ensuring that 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. It is everyone’s responsibility to help the caretakers do their job. And thus, the grade for caretaking will accrue to everyone except the two caretakers; that is to say, you will be graded on helping the caretakers for each day of seminar except for the days on which you are co-caretaker.

**Oral Response to each reading, 20%:** for each reading, you will deliver an oral response, based on a prompt that I will provide the week before. Your response may be delivered in any style you prefer: you may read from a paper, write and deliver a poem or spoken word piece, use visual material of your own design (not from the internet). However you do it, you should plan it and prepare it ahead of class. It may be a strict maximum of 5 minutes.

**Written Response and Question for each book (4 total), 15%:** for each book we read, you are required to write a 1 to 2-page response in which you substantively engage some aspect of the book that you find particularly compelling. Your comments must include consideration of the author’s communication and its effectiveness at reach across barriers, and one question related to those issues. You may use whatever style or medium of written delivery works the best for what you want to say. If you prefer a format other than written, let me know.
Project A, 15%: Either on your own or with a partner, write a short dialogue or play or story centering on an active effort to change a situation for young people who may be in grade school, jr. high. The situation may be fictional or based on an actual situation; it should be specific, and include a location and specifically identified people, and should hone in on the crucial "aha" moments or events leading to transformation. You will share this with the seminar, and may enlist others to be readers.

Group Project, 20%: In groups of 3-5, you will 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. Seminar time will be devoted to developing and sharing your projects.

Open Project, 10%: Either solo or in a small group, create something that communicates! Requirements: It must have an audience; it must have meaning to you; it must reach out in some way.

Note: Everyone, regardless of disabilities, is welcome in this course. Please let me know if you need accommodations in curriculum, 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 22  Introduction
Jan 29  Audre Lorde, *Sister Outsider*
Feb 5   Alex Sanchez, *The God Box*
Feb 12  *Transfeminist Perspectives*, Introduction and essays by: Forbes, Pomerleau, Griffin, and Serano
        Discuss Project A
Feb 19  *Transfeminist Perspectives*, essays by: Hanssmann, Noble, Spade Aizura, and Irving
Feb 26  Madsen Minax, film-maker. *Transfeminist Perspectives*, essays by Muñoz, Aoki, and Enke
Mar 5   Kenny Fries, *Body, Remember*
Mar 12  Presentations on Project A
Mar 19  Group Projects preparation
Mar 26  SPRING BREAK
Apr 2   Group Projects prep, check in
Apr 9   Group Projects present
Apr 16  Group Projects present
Apr 23  Group Projects present
Apr 30  Group Projects present
May 7   Open Project Reports