

Queer Emerging Leaders Program (QUELP)

LGBT Campus Center
Division of Student Life, UW-Madison
Spring 2017

Mondays, 6:00-8:00pm
January 23-April 17
LGBT Campus Center, 123 Red Gym

Facilitators

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Description

QUELP is a thirteen-week experiential program tailored for students who are interested in exploring queer identity and developing leadership skills that will help them serve their communities.

Objectives

As a result of participating in this program, students will:

- Explore LGBTQ experiences from multiple perspectives
- Identify and critique interlocking systems of power and control that affect queer lives, including sexism, racism, disability and social class
- Understand and articulate the concept of the UW-Madison's Leadership Framework
- Build practical leadership experience and by developing a proposal for a community engagement or improvement plan
- Meet and build community with other students in the class invested in queer organizing
- Develop a stronger sense of self after exploring their own identities through the lenses of identity models, queer narratives, and intersectional work.

Methods & Format

This program relies upon collaboration among participants and inquiry as a process for developing understanding. The weekly schedule includes activities based on UW-Madison's Leadership Framework, discussions on readings, assignments and themes. The final meeting period will be a public presentation of participants' final project open to the campus community.

Required Materials

All articles are available in the required course packet or will be otherwise provided.

Expectations & Projects

Attendance & Participation (40%)

This program was intentionally designed to be discussion-based and build community through interaction. We expect that you will attend every week, be on time, and be in attendance for the entire meeting period. You have two excused absences for the semester. **If you miss more than two classes, you will receive a failing grade.** If you are unable to attend, please contact the facilitators. Additionally, if you are unable to prepare for discussion (complete readings, etc), please let us know so we can modify our plans for the week and ensure a productive discussion. **Students who arrive more than 7 minutes late 2 times will have it counted as one absence against them.** Discussion participation and your preparation for the meetings will count for 40% of your final program grade. Reasonable exceptions will not count against this percentage.

Assignments (30%)

Creative Reflection Zine (10%)

As we explore LGBTQ experiences from multiple perspectives, identify and critique interlocking systems of power and control that affect queer lives, and build community, we expect you all to develop a stronger sense of self as you explore your identities. As you learn and grow, we would like to provide a space for you to reflect on your experiences. Every week you will be asked to create at least one page in the blank zine that we will provide for you -- you can fill it with thoughts, questions, poetry, drawings, collage, whatever helps you process! We will check your zines at the end of the semester to check that you have done a reflection for each week. You can also display your zine at the public presentation, if you wish.

Things you can do in your zine:

- reflect on the topics and themes of the readings
- ask questions
- critically engage the themes of the course
- feel free to journal about anything you might encounter outside of class that you feel has a connection to the themes of the course.
- use these zines to think through whatever you like in addition to addressing the readings.

Self Assessment Pt 1 and 2 (20%)

At the very beginning and very end of the course you will be asked to assess your perspective of your leadership skills, your personal privileges and oppressions, and your plans for the future through two written reflections. Because this program is experiential as well as academic, your full participation is essential. So, we will ask you to gauge the extent to which you have met your responsibilities to our own learning community.

What is Your Legacy? Change Making Project (30%)

See final section of the syllabus for more information.

Evaluation

Products and grading weight:

Attendance & participation	40
Assignments	20
Legacy project	<u>40</u>

Total: 100

Your letter grade will be assigned based on the following scale:

A	92-100
AB	88-91
B	82-87
BC	78-81
C	70-77
D	60-70
F	below 60

Program Policies

Academic integrity

The Division of Student Life Academic Integrity Statement applies to all activities, communications, and products of this program. The statement can be found at

<http://students.wisc.edu/doso/acadintegrity.html> .

Learning styles, disability, and accommodations

Please let us know if you have a disability or learning style (e.g., severe test anxiety, slow reading speed or comprehension, vision or hearing impairment, or another learning disability) that could benefit from particular accommodations. Anyone who feels they may need an accommodation based on the impact of a disability should contact the facilitators to arrange an appointment to discuss the program format, anticipate your needs and explore potential accommodations. If your status changes throughout the semester, please don't hesitate to make further appointments.

Attendance

This program was intentionally designed to be discussion-based and build community through interaction. We expect that you will attend every week, be on time, and be in attendance for the

entire meeting period. If you are unable to attend, please call or email a facilitator. Additionally, if you are unable to prepare for discussions (complete readings, etc), please let us know so we can modify our plans for the week and ensure a productive discussion.

Academic and CfLI Credit

If you are earning academic credit through QUELP, please work with Katherine Charek Briggs (contact information on first page of syllabus) to ensure that you register for an independent study course with our faculty affiliate.

For one academic credit:

You will participate in QUELP and complete a Legacy project. A facilitator will compile an explanation of your recommended grade and evaluation and share it with the faculty affiliate. The faculty affiliate will determine your final grade and submit it to the system at the end of the semester.

For CfLI Leadership Certificate hours:

The Center for Leadership & Involvement has agreed to let QUELP count as both in and out-of-class learning hours, which can count for up to 30 hours of your total investment in their certificate program. CfLI specifies that these hours include “Non-credit leadership learning opportunities such as workshops, seminars, conferences, or equivalent. Contact hours may only be provided for actual workshop time.”¹ If you attend all QUELP sessions, you may count 30 hours. Leadership Institute is another 10 hours.

CfLI requires the following verification of your participation:

- “Certificate, letter, or card of participation”
QUELP facilitators will provide you with this at the end of the program.
- “Itinerary of each activity (seminar, workshop, conference etc).”
You may use this syllabus as an itinerary.
- “500-word summary of what was learned (1 summary for each activity) and how activity relates to one of three content areas”
You will write one 500-word summary for the entire QUELP experience. You can draw from your existing QUELP work for this summary.

¹ CfLI requirements found at “Leadership Certificate Documentation: Content Areas,” Center for Leadership and Involvement. Accessed 10 December 2012. http://apps.cfli.wisc.edu/forms/leadership_app/test_doc_display.php

Course Schedule

Week 1 - Syllabus Week, Introductions and Expectations

Week 2 - Power, Privilege, and Oppression

Readings:

“Understanding and Challenging Systemic Oppression Working Assumptions,”
LGBTCC

“Anti-Oppression Vocabulary,” LGBTCC

“Different Levels of Racism,” Applied Research Center

“White Privilege and Male Privilege,” Peggy McIntosh

"the inclusion impulse," Lunette

"Calling IN," Ngọc Loan Trần

goo.gl/8cSRHG

“Asheville Offering,” Brave New Voices

“Why We Fight,” Vito Russo

Week 3 - Identity Development

Assignment: Self Assessment Part 1 due

Readings:

“Misadventures in Queer Lady Dating While Disabled,” Erin Tatum

“Asexuality 101,” Trevor Project

“The Gender Book,” Boston Bostian, Mel Reiff Hill, and Jay Mays

"To Be Queer, Black, and Sick," Helen

"Why Rachel Dolezal’s Fake ‘Transracial’ Identity Is Nothing Like Being
Transgender," Kat Blaque

"On Being Fat, Brown, Femme, Ugly, and Unloveable," Caleb Luna

goo.gl/3v0cI9

Week 4 - Finding and Using Your Strengths to Lead

Assignment: Take StrengthsQuest quiz before class (access code will be provided)

Assignment: Complete brainstorming worksheet in class

Readings:

"Methods of Self-Care," Jodie Layne and Kara Haupt

Week 5 - Telling Your Story for Social Change

Readings:

"Concealed Stories," Lee Ann Bell

“The Danger of a Single Story,” Chimamanda Ngozi Adiche

goo.gl/JCTRH3 (transcript included at link)

Week 6 - Narratives in Action

Assignment: Proposal Abstract due

Readings:

"The Mountain," Eli Clare

"From One White Gay Male to Another," Kirk Grisham

"What is a Cisgender Person," Bill Browning

"Not Your Tragic Queer Muslim Story," Lamya H.

[goo.gl/r6Kj8m](https://www.google.com/search?q=goo.gl/r6Kj8m)

Week 7 - Racism and White Supremacy

Assignment: Proposal Abstract due

Readings:

"What Is Whiteness?," Nell Irvin Painter

"36 Reasons Why QPOC Spaces are Very Necessary," gabrielle

"White Fragility," Robin DiAngelo

"Contemporary Police Brutality and Misconduct," Black Radical Congress

"How to Uphold White Supremacy By Focusing on Diversity and Inclusion,"

Kyra

Week 8 - Intersectionality

Readings:

"The Urgency of Intersectionality," Kimberle Crenshaw

[goo.gl/lvjnD5](https://www.google.com/search?q=goo.gl/lvjnD5) (transcript available at link)

"The Myth of the Natural Ally," KJ Ward

[goo.gl/8SJ3Ot](https://www.google.com/search?q=goo.gl/8SJ3Ot)

"All Oppression is Connected," Staceyann Chin

"Dear White Gays," Sierra Mannie

"Why Pressuring Someone to 'Educate' You About Their Struggles is Oppression, Not Understanding," Kat Blaque

"Coming Out," b. binaohan

Week 9- Spring Break!

Week 10 - Navigating Relationships

Assignment: Inclusive Engagement due on FRIDAY

Readings:

"Hello, Sailor!" Heather Corinna

"How to Date When You're Mentally Ill," Emily Reynolds

"Loving Each Other Wounded," CarmenLeah Ascencio

[goo.gl/OIW92f](https://www.google.com/search?q=goo.gl/OIW92f)

"Titillating Tongues: NYC Erotica in Poetry & Prose," Ignacio Rivera

<https://youtu.be/6ALj48TgrFY>

Week 11 - Building a Better Future

Readings:

"Community Accountability," INCITE!

Week 12 - Next Steps, Reflection, and Wrap Up

Assignment: Self Assessment Part 2 Due

Week 13 - Ending Celebration and Reception

Assignment: Final Project and Presentation Due

What is Your Legacy?

A Change-Making Project

While your undergraduate career must eventually come to an end, many students create sustainable change during their time here on campus. You define what legacy you will leave here at UW-Madison. Through this project, you will explore a need on campus that is related to your interests and experiences, and design a concrete proposal to meet this need. This is a semester long project, guiding you through the brainstorming process to that of a final proposal submission presentation at our final reception.

Some ideas of what you could do:

- start a campaign to bring awareness to violence against trans women of color
- lobby university to invest in gender neutral restrooms for every building on campus
- start a group for queer first generation students
- strengthen collaboration between McBurney and LGBT CC

Goals for this project:

- learn how to define a project
- integrate academic concepts into practical design experience
- design a comprehensive presentation including synthesis of learned information

Rubric			
Part 1	Brainstorming worksheet	week 4 (in class)	5 pts
Part 2	Proposal abstract	week 6	10 pts
Part 3	Inclusive engagement Interview with 3 stakeholders (10 pts) Peer review (15 pts)	week 10	25 pts
Part 4	Final project or paper	week 13	40 pts
Part 5	Final presentation	week 13	20 pts
			total
			100 pts