

Queer Emerging Leaders Program (QUELP) 2019

Gender and Sexuality Campus Center
Division of Student Life, UW-Madison
Spring 2019

Mondays, 6:00-8:00pm
Jan. 28 -- Apr. 29, 6-8PM
GSCC, 123 Red Gym

Instructors

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Description

QUELP is a thirteen-week spring course for undergraduate and graduate students interested in exploring race, dis/ability, class, and other social dynamics through an LGBTQ+ lens and developing leadership skills that will help you serve your communities.

Learning Objectives

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

- Identify and critique interlocking systems of power and control that affect our lives, including sexism, racism, ableism, class, and more
- Understand and use the UW-Madison Leadership Framework
- Meet and build community with other students invested in community organizing
- Develop a stronger sense of self and community engagement

Methods & Format

This program relies upon inquiry and collaboration among participants as a major part of the learning process. The weekly schedule includes discussion of materials and personal experiences, activities based on the UW-Madison Leadership Framework, and work on the final creative zine project (see below for more details). The final meeting period will be a public presentation of participants' final project open to the campus community.

Required Materials

All required materials, including readings and other supplies, are provided by the course at no cost to students. Most materials can be found at <https://sites.google.com/view/quelp2019>.

Accessibility

Please talk to us as soon as possible about your individual learning needs and how this course can best accommodate them; we welcome any information that you feel is pertinent to your participation in class. You are encouraged to do whatever you need to make the class environment a place where you can engage successfully, including: bringing food and/or drink,

moving around, taking breaks, using assistive technology and/or fidget devices, etc. Students are not required to be McBurney Disability Resource Center clients to request accommodations, nor are they required to disclose any diagnoses or other personal information when making a request. All accommodations requests are confidential between instructors.

Course Conduct

Disrespect for your fellow classmates will not be tolerated. We welcome thoughtful perspectives and encourage thoughtful discussion about those perspectives. Disagreement is certainly allowed, and we all will be challenged to think in new ways, but discussion should be free from overgeneralizations, microaggressions, stereotyping, and personal attacks.

Expectations & Projects

Attendance & Participation (40%)

This program was intentionally designed to be discussion-based and build community through collaboration. We expect that to the extent possible you will attend sessions, be on time, and be in attendance for the entire meeting period. If you are unable to attend for any reason, please contact the instructors as soon as possible to make alternate arrangements.

Zine for Effective Change (40%)

As we explore community organizing from multiple perspectives and identify and critique interlocking systems of power and control that affect our lives, we hope you will develop a stronger foundation for community engagement. As we learn and grow, we would like to provide a space for you to envision positive change and build momentum into the future.

For this project, students will create a zine (short for 'magazine,' a short self-published booklet historically used by LGBTQ+ communities for education and organizing) that outlines a strategy for making effective, positive change on campus. This can include visible representations, poetry, collage, essays, etc. to showcase your vision.

Zines will be presented to the public during our final reception and presentation session.

Self Assessments (20%)

At the beginning and end of the course you will be asked to assess your perspective of your leadership skills, your relationships to power and oppression, and your plans for the future through two short reflections.

Academic and CfLI Credit

For one academic credit (GWS 699):

You will register for GWS 699 after receiving faculty permission to enroll. Instructors will compile your final grade and evaluation and share it with the faculty affiliate. The faculty affiliate will submit the final grade it to the registrar at the end of the semester.

For CfLI Leadership Certificate hours:

The Center for Leadership & Involvement has agreed to count QUELP for 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.” You may count up to 30 hours for QUELP participation.

CfLI requires the following verification of your participation:

- Certificate, letter, or card of participation
QUELP instructors 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 (such as self-assessments) for this summary.

Course Schedule

Week 1, Jan. 28 - Syllabus Week, Introductions and Expectations

Week 2, Feb. 4 - Power, Oppression, and Resistance

Readings: Excerpts from "Power of the Powerless," Vaclav Havel
"Organizing without Organizations" zine

Week 3, Feb. 11 - Identity Development

Assignment: Self Assessment 1 due
Readings: "coming out," b. binaohan

Week 4, Feb. 18 - Finding and Using Your Strengths to Lead

Assignment: Take StrengthsQuest quiz before class (access code will be provided)
Guest lesson by Katherine Charek Briggs

Week 5 . Feb. 25 - Narratives in Action

Readings: "The Mountain," Eli Clare
Ho-Chunk oral traditions

Week 6, Mar. 4 - Telling Your Story for Social Change

Readings: Brave New Voices 2017 opening ceremony, Aleah Bradshaw
Guest lesson by Anjali Misra

Week 7, Mar. 11 - Racism and White Supremacy

Readings: James Baldwin, "On Being White and Other Lies" and "White Man's Guilt"
W.E.B. du Bois, "The Souls of White Folk"
Rudyard Kipling, "White Man's Burden"

Week 8, Mar. 18 - Spring Break!

Week 9, Mar. 25 - Kimberle Crenshaw and Intersectionality

Readings: "The Urgency of Intersectionality," Kimberle Crenshaw

Week 10, Apr. 1 - Navigating Relationships

Readings: "Dating Bill of Rights and Responsibilities," Princeton University
Guest lesson by Alex Little

Week 11, Apr. 8 - Building a Better Future

Week 12, Apr. 15 - Next Steps, Reflection, and Wrap Up

Assignment: Self Assessment 2 due

Week 13, Apr. 22 - Final Celebration and Reception!

