# Queer Pedagogy

## Queer Pedagogy in Practice

### Fall 2021
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# Welcome Back!

Please edit your display name on Zoom: "**Participants" > Your name in the list > "More" > "Rename"**

- Add your **pronouns** at the end of your zoom name.

**REFLECT**

- When you think of your own practice as a geometry teacher, what (routines/tasks) stands out as normative and hard to break out of?



Image Description: *Drawing of several people, many of whom are either wearing rainbow colors or holding rainbow flags.*

Image Source: 990 Designs

# This Is A Brave (Not Safe) Space



Image Description: *Drawing of two hands, one whie and one black making a heart sign. Each of their wrists also contains an rainbow colored bracelet.*

Image Source: Moonlake Fabrics Etsy

- *Controversy with civility*, where varying opinions are expected with a group commitment to understand the source of disagreement & work together toward a common solution.
- *Owning intentions & impact*, in which we acknowledge & discuss instances where dialogue has affected the emotional well-being of another person
- *Challenge by choice*, where we have an option to step in & out of challenging conversations
- *Respect*, where we show respect for one another's basic personhood
- *No attacks*, where members agree not to intentionally inflict harm.

Source: "From Safe Spaces to Brave Spaces" by Brian Arao & Kristi Clemens

Link: https://tinyurl.com/QueerMfA

# Share out!

*When you think of your own practice as a geometry teacher, what (routines/content) stands out as normative and hard to break out of?*



Image Description (from source): *Marsha P. Johnson (left) and Sylvia Rivera march in New York City in 1973*

# Applications of Queer Pedagogy in Mathematics

## Mathematical Inqueery (Rands)

**Developing Border Consciousness (Yeh & Rubel)**

**Problem Posing**

**Cross Disciplinary Questions (Waid & Turner)**

Sources:
Kai Rands's "Mathematical Inqu[ee]ry: Beyond 'Add-Queers-and-Stir' Elementary Mathematics Education", (2009)
Yeh & Rubel's "Queering Mathematics: Disrupting Binary Oppositions in Mathematics Pre-service Teacher Education" (2020)
Waid & Turner's "Inqueery across the Curriculum" (2021)

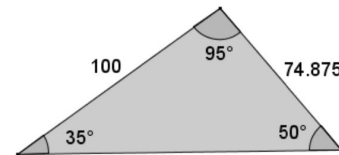# Border Consciousness and Cross Disciplinary Questions

## Developing Border Consciousness
## (Yeh & Rubel)

1. What knowledge (aside from the mathematics) and worldview is assumed by this word problem? What are the problem's assumptions or values?
2. Does this problem reflect your own experiences?
3. Whose experiences are reflected or not included?
4. How could we queer these problems so to reflect a wider number of windows and mirrors for our students?
5. What categories of resistance might you face to these new word problems and how will you respond or get support?

**Example 2**

Johanna borrowed some tools from a friend so that she could precisely, but not exactly, measure the corner space in her backyard to plant some vegetables. She wants to build a fence to prevent her dog from digging up the seeds that she plants. Johanna returned the tools to her friend before making the most important measurement: the one that would give the length of the fence!

Johanna decided that she could just use the Pythagorean theorem to find the length of the fence she would need. Is the Pythagorean theorem applicable in this situation? Explain.

Sources:
Yeh & Rubel's "Queering Mathematics: Disrupting Binary Oppositions in Mathematics Pre-service Teacher Education" (2020)
Engage NY Geometry Curriculum; Module 2

# Border Consciousness and Cross Disciplinary Questions

## Lesson 1: Ratios

*In Lesson 1, we learned about ratios.*

*First we learned about ratio relationships. Examples of ratio relationships are "For every 6 boys there are 5 girls," or "for every 1 mile I run, I complete four laps around the track".*

*A ratio is a comparison between two quantities written as A:B or A to B. You can write ratio relationships as ratios by taking the relationships above and writing them as "6 to 5" or "1:4".*

*Ratios can be represented in ratio tables. For example, the ratio relationship "For every 6 boys there are 5 girls" can be written as a ratio in a table like this:*

| BOYS | GIRLS |
|------|-------|
| 6    | 5     |

*The table can be expanded to find more ratios.*

| BOYS | GIRLS |
|------|-------|
| 6    | 5     |
| 12   | 10    |
| 18   | 15    |

*Ratios can also be represented in tape diagrams.*

BOYS ☐☐☐☐☐☐

GIRLS ☐☐☐☐☐

### Cross Disciplinary Questions
### (Waid & Turner)

1. What do you notice?
2. What do you wonder?
3. What is the context?
4. What genders are represented, and how are they presented?
5. Who is included in the represented genders and who is not?
6. What other genders are there?
7. What would considering other gender identities add to our understanding here?

# Border Consciousness and Cross Disciplinary Questions

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# Choosing a Queer Pedagogy

*Think of your own teaching, your own geometry classroom, and the contexts within which you practice: which of the three approaches would work best for you? Why?*



Image Description (from the source): *Original painting, one of a kind. Tribute to Frida Kahlo. A lovely memory of Frida Kahlo in a moment of happiness wearing her very unique and colorful flowers crown and surrounded by blue butterflies as a symbol of freedom and dreams*

Image Description: *Painting of Civil Rights activist Bayard Rustin over a rainbow colored background made of geometric  shapes*

*Think back to your original reflection, identify a task or routine that you want to queer through one of the three methods. Begin thinking about how you might apply the method and take some notes on what that might look like.*

**Take a Break!**

**Take a bathroom break, stand up, dance around to the music, get water & a snack, but come back!**

**Return time: 6:50**



Image Description: *Movie poster for the Amazon Documentary "My Name is Pauli Murray". The poster is a picture of Pauli Murray over a rainbow colored American Flag backdrop.* Image Source: IMDb

Image Description: *Image of India's first transgender dance troupe performing at a 2017 Mumbai Pride event.*

Image Source: SBS

*Share what came up during your brainstorming session. What are you still struggling with?*

# Breakout rooms

In your breakout rooms, work with your partner to flesh out / actualize your queered geometry task/routine.



Image Description: *Picture of three members of the cast of HBO's Generatio (Nathan, Chester, and Riley), sitting on at an outdoor picnic table. Chester is in the middle with his arms around Riley and Nathan.*

Image Source: E Online

Image Description: Black and white *image of the cast of the show Pose over a pink background that says "Pose" in neon pink lights.*

Image Source: hondalands

# Discussion

What felt intuitive about this activity?

What was challenging?

# Discussion

What are we thinking/feeling in relation to what we discussed over this minicourse?



Image Description: *Image of intersex activist/advocate, Pidgeon Pagonis holding a sign that says "Stop harming intersex children)*

Image Source: pid.ge

# Stay in Touch!

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My twitter is mostly labor organizing stuff, and my instagram is an unprofessional break from real life. So…. let's stick to email.

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