

Chapter 8

Queer Voices -- Authentic Recordings Made in Portland

Listening #1: Queer in Portland	https://drive.google.com/open?id=1dV04Xff7TpqlQj0mJGINB9QIrd0reME G (most likely must be downloaded from Google Drive in order to play on most devices)	Recording by Tim Krause and James Mitchell. Recording used with permission.	Audio clip duration: 03:32
Listening #2: Queer Breakup	https://drive.google.com/open?id=1Ibk-5cz5dcAJVUhGimguMgykiwCuTYfV (most likely must be downloaded from Google Drive in order to play on most devices)	Recording by a Portland woman who wishes to stay anonymous. Recording used with permission.	Audio clip duration: 3:42
			Lesson plan duration: 45 minutes

Notes:

1. *This lesson plan includes two short audio recordings that were made to supplement materials for an ESL class that focused exclusively on heteronormative love. The recordings were both used with permission for this OER project.*
2. *Some people are uncomfortable about discussing any “controversial” topic, and some people think that gender/sexuality is a “taboo” issue like politics or religion. However, we are all gendered, sexual beings; we all (unfortunately) are subject to politics, and we all have some relationship with religion, whether that be atheism, some form of theism, or another form of spirituality. We can’t pretend that classrooms full of human beings are gender-less, religion-less, politics-less spaces. We’re encouraging everyone to move beyond any personal ‘queasiness’ of bringing up “TABOO” topics like gender and sexuality in the classroom and instead, to think of the harm that might be befalling your students if you stay silent.*
3. *Guidelines on anti-homophobic pedagogy adapted from Barnard, I. (1993). Anti-homophobic pedagogy: Some suggestions for teachers. Feminist Teacher, 7(3), 50-52:*



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- a. Do not assume all students are straight or cis (*Be wary of discussions that have students as “us” talking about queer or trans people as “them”*)
- b. Set an example by not using heteronormative language.
- c. Do not tokenize gay concerns in your syllabus (*Do not use these recordings as “Now let’s talk about the gays!”*)
- d. Ensure that your students have easy access to addressing gender and sexuality issues and that queer and trans students feel they can make their voices heard.
- e. Do not base a lesson on open-ended discussions (*The suggested discussion questions in this lesson plan below would NOT work for a class that you know has openly homophobic or transphobic students. They would instantly create an unsafe atmosphere for any queer or trans students in your class.*)
- f. Discourage straight students from revealing their sexual orientation. (*Avoid everyone starting their sentences “I’m not gay, but...”*)

Discussion Questions

1. Begin class with a free write. Students have 60 seconds to answer the following question:

What is queer love?

Ask students to share their ideas with a small group.

Key vocab

queerness / to be queer
 straightness / to be straight
 gay
 lesbian
 anti-gay
 homophobic
 rural/urban divide
 conservative
 progressive
 minority



In Class Lesson Plan

1. Listen to Recording #1 (Queer in Portland)
2. Do the quiz (see below).
3. Group discussion questions after Recording #1 (Queer in Portland)
 - Most of you have been to Portland. Have you witnessed any “queer culture”?
 - Is there always a progressive/conservative divide between rural and urban communities?
 - Is this divide a good thing or a bad thing?
 - What other minorities might exist in rural vs. urban communities?
4. Listen to Recording #2 (Queer Breakup)
5. Group Discussion Questions after Recording #2 (Queer Breakup)
 - What surprised you about this couple?
 - What surprised you about this break-up?
 - How would you compare this couple’s breakup to a heterosexual couple?
 - The speaker didn’t actually say why she and her partner broke up. She said that she didn’t break up with her partner because of pressures facing them for being lesbians. What do you think she meant by “pressures”?
 - This woman now is in a relationship with a man and they have a baby. If you saw their family together, you might assume she was straight. Why do people sometimes want to be able to identify others as straight or queer? When is it important to know this about someone? When is it not important at all?



Name _____

“Queer in Portland” Quiz

Answer the following questions in **complete sentences**.

1. The speakers compare Portland to their home states and cities. Where are the speakers from?

2. How do the speakers feel in Portland as compared to more conservative places in America?

3. Has Portland always been friendly to the queer community?

