

## TLH Seminar #3 Run of Show (Fall 2021)

### Today's readings:

- Audre Lorde, "The Classrooms," and "Teaching Journals, Notes, and Course Proposals," pp. 17, 25-32.
- Toni Cade Bambara, "Realizing the Dream of a Black University," pp. 13-26.
- June Jordan, "Brief History of the Lower East Side" and "Excerpt from Children and the Hungering For," pp. 11-13, 21-29.

### Short Agenda:

4:00-4:10 PM: Welcomes + announcements + congratulations  
4:10-4:20PM : Two Minute Entry Ticket  
4:20-4:40 PM: Audre Lorde's Syllabus + Exercise in Metacognition  
4:40-5:00 PM: June Jordan + Exercise in Metaphors  
5:00-5:10 PM: BREAK  
5:10-5:20 PM: Toni Cade Bambara + Exercise in Writing  
5:20-5:40 PM Exercise in Collaboration by Difference  
5:40- 6:00 PM: Exercise in Carrying it Forward

### Full Run of Show:

4:00-4:10 Welcome and congratulations on first public event

4:10-4:25 Cathy: Starts everyone with a two minute Entry Ticket

--Cathy: I like to end every class with a beginning. Sometimes I have students write a letter to future class members telling them anything they want about the course they just took--what to expect, what to push for. Sometimes I have students begin a course writing themselves a letter about their hopes for their learning in the course. I hand that back to them on the last day and have them read and then respond to what they wrote. Sometimes I have them think about course content and project what they hope they still remember five years from now. *What do you do on the final day to make it a beginning not an end to learning?* I love to have students in small classes read these out loud, in large classes read one item from their list. It's incredibly inspiring!

Today, on our last Seminar together, let's start by having everyone write out something they can do in their courses or departments to "carry forward" the inspiring lessons from our legendary CUNY predecessors: Audre Lorde, June Jordan, and Toni Cade Bambara. In reading these inspiring writers--whose words continue to move us decades later---think about and jot out one

thing, however small, that you can commit to doing to carry this forward: at CUNY, in your professional associations, with colleagues, in your program and, of course, for your students.

### Exercise in Carrying “It” Forward

Then, go around and have everyone just read out loud what they wrote. Instead of a normal "how are you?" check in more of a "What I want to be, how I want to do, what I hope I'll carry forward" check in. But having people quickly jot out and then read is much less stressful than having them come up with something orally on the spot.

4:30 - 4:45 Cathy and Shelly: Discuss Audre Lorde's Syllabus and her mid-semester collaborative evaluation: "Who am I?" Audre Lorde's syllabus, pp. 28-30.

### **Exercise in metacognition**

4:45 - 5:15 Shelly on June Jordan

“...poetry as a natural communication among human beings. I want to convince you that poetry, or that hungering for infinite metaphors based on you and me, is more than natural dialog... we hope for love.” p.21.

### **Exercise in metaphors**

5:15 - 5:30 PM Cathy and Shelly on Toni Cade Bambara

“writing is a perfectly legitimate way to participate in struggle” p. 15

### **Exercise in writing as participation in struggle**

5:30 - 6:00 PM Work in public knowledge project groups.

Topic: what did we learn about ourselves and one another from organizing ourselves into a successful public project, with no control over who we worked with, on different campuses, in different fields, at institutions with different histories, with different backgrounds. We call this “collaboration by difference,” where difference isn’t an add on but a profound asset, but few of our students have seen it that way. Most groan over “group work.” What have you learned that you can share with all of us, that we can pass on to future students? (NB: In the world of work, this scene is replicated over and over every day. We don’t get to choose our colleagues. If we don’t learn how to work well with them, the result is institutional stasis and personal misery! Or getting fired!) What tactics can we use to arm our students for success?

### **Exercise in Collaboration by Difference**

6:00 PM Cathy: We hope you all learned something that you can use in your classes. We look forward to future public events.

I like to end every class with a beginning. Sometimes I have students write a letter to future class members telling them anything they want about the course they just took--what to expect, what to push for. Sometimes I have students begin a course writing themselves a letter about their hopes for their learning in the course. I hand that back to them on the last day and have them read and then respond to what they wrote. Sometimes I have them think about course content and project what they hope they still remember five years from now. What do you do on the final day to make it a beginning not an end to learning? I love to have students in small classes read these out loud, in large classes read one item from their list. It's incredibly inspiring!

Revisit the google doc, and have everyone just read out loud what they wrote as an EXIT TICKET about carrying it forward/new beginnings, "what I hope I'll carry forward" check in.

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Letter written to fellows leading up to the seminar:

*Dear Friends,*

*For our final TLH Workshop, we will be looking at inspiring moments in the Lost & Found books featuring the work of some of our great predecessors at CUNY: Audre Lorde, Toni Cade Bambara, and June Jordan.*

*We'll be looking at the following:*

- *Lorde's wonderful poem "The Classrooms," pp. 17 and her syllabi in 'I Teach Myself in Outline.'*
- *Toni Cade Bambara, "Realizing the Dream of a Black University" (Part One, pp. 13-26)*
- *June Jordan, "Brief History of the Lower East Side" (pp. 11-13)*

*If you have something you find meaningful from one of these very special little blue books, please bring it to our meeting at 4 - 6 pm on Tuesday, November 16. As usual, we'll have some activities designed to welcome your input in different ways (and we'll even try the Poll Everywhere feature again this time and see if we can find a way to display how it's useful in online and hybrid classrooms—and even face to face).*

*We'll also make sure you have ample time to work in the groups on your Public Knowledge projects and/or your student engagement component. We know how busy and stressed we all are this term so at the very least this is one time you've already set aside for TLH.*

*Please take a moment to RSVP for Group 2's upcoming event, "Creating Communities of Care in our Classrooms," on Wednesday, November 10th at 1-2 PM.*

*Warmest wishes to you all,  
Cathy and Shelly*