suche nach dem g-punkt:

queer inspirierte praxis einer schüler*innenorientierten themenfindung für den gw-unterricht.

aim

- student-oriented topic finding process for (geography-) education
- potential to question the “normal”/norms
- critical-reflexive dynamics

implementation and testing

@ University of Salzburg
- course: “queer geography education”
- 10 participants
- 90 minutes

“queer (v) pedagogy”

- „Queer as a subject-position“
  subject-position as baseline for all steps
- „Queer as a politic“
  aim show political dimension of the “normal”
  opposites show conflict of interests → integral part of politics (Easton, 1990; Schimmelfennig; Waltz, 1979)
- „Queer as an aesthetic sensibility“
  “queer reading” (p. 124) → practice of deconstruction (starting point -> “trace” (Derrida 1983)

(Shlasko 2005; Morris 1998)

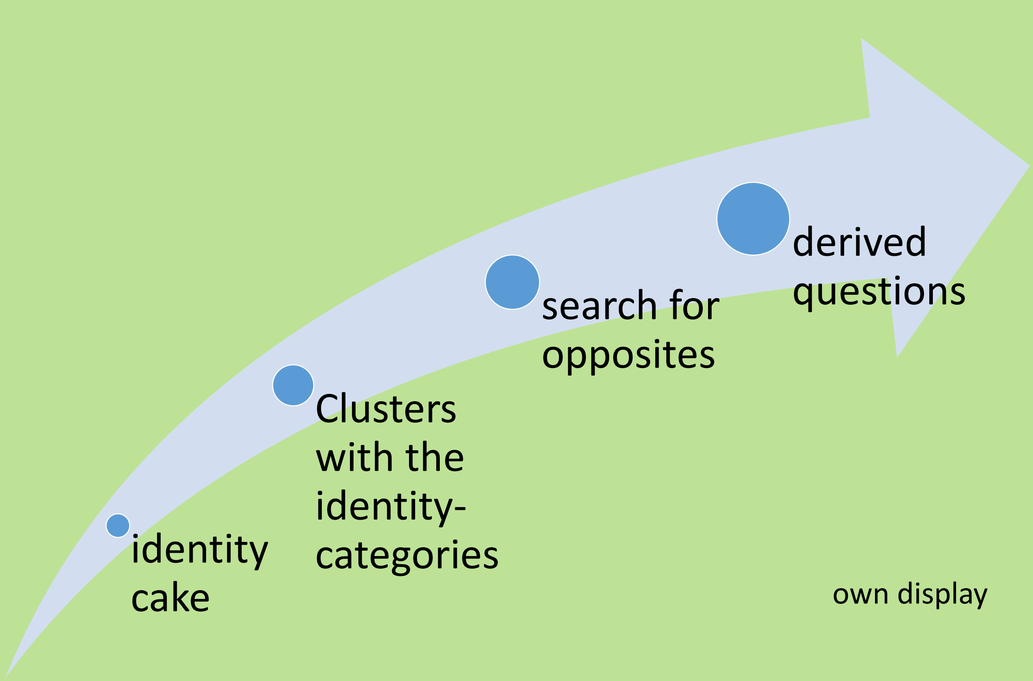
potentials and limits

- pool of topics from students’ perspectives, but the connection to geography is not always evident (curriculum vs students’ perspectives?)

- Topics have a dialectical character/”traces” for deconstructive pedagogies
  - critical-reflexive dynamics
  - Potential to question the “normal”/norms

- starting point for future lessons (with queer/deconstructive pedagogy) (step 4)

no necessity for students to change the “normal”/norms. → make it questionable/discussable – show the political character of the “normal”



own display

1st step – identity cake

Only a reproduction of identity categories?

own display

2nd step – clustering identity-categories

process of reorganization and reformulation

Idea of “subversion” (Butler 1999): inaccurate repetition (e.g. drag)
But: not a “subversion” of individual identity (categories)
→ not our aim

hint of the historic or contingent character of the identity (categories)

comparing identity cakes with others → experience:
inaccurate, incomplete;
→ not a simple reproduction, nor a subversion of the individual identity-(categories)

- “Car”
- “Friendships”
- “Relationships”
- “Hobbies”
- “Culture”
- …

3rd step – search for opposites

pairs of opposites: dialectical character → movement → potential to question the “normal”/norms (static)

„car ↔ nature“ → “mobility” (BMBWF BGBl. II Nr. 133/2000)
→ critical-reflexive dynamics

- „car ↔ nature“
- „fashion ↔ culture“
- „sport ↔ work“
- „housewife/-man ↔ humor“
- …

pool of potential topics for geo-education

3rd step – search for opposites

„sports ↔ work“

1. „Do we have enough time to practice sports to find balance?“
2. “Do sports help to be more balanced for work?”
3. “Is it possible to combine sports and work? (e.g. professional athlete)” (resolved?)
4. “Are we too exhausted to do sports after work?”
5. “What about the risk of injuries due to sports? Is there a high danger to get incapable of work?”

for which indicator: what is discussable

references

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