

ideas for applying TAQIBPs

Trans-affirming Queer Inquiry-Based Pedagogies
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Starting Points

1 **CREATE EXPECTATIONS OF RESPECT**
SYLLABUS
FIRST DAY

2 **SIGNAL INCLUSIVITY**
SAFE ZONE CERTIFICATION
OFFICE/CLASSROOM SIGNS
SIGNATURE LINE OF EMAILS

3 **INVITE PRONOUN SHARING**
PRIVATE
VOLUNTARY

Display name: Please make sure your first and last name are listed in your display name. Use the name you go by (i.e. How you would like us in this class to refer to you, whether or not it matches the legal name it might have been given by the university. Feel free to add your pronouns as well (i.e., it, elle, lui, etc.). If you'd like to feel comfortable doing so, feel free to reach out to me over email if you have any concerns or if you'd like support in navigating how to best represent yourself in French.



Going Further

Greetings:
In a text you see:
Bonjour, monsieur/ Bonjour, madame.
Bonjour M. --, Bonjour, Mme --.
Invite reflection:
Bonjour, (monsieur/)(madame).
Bonjour, (M. --)/Bonjour, (Mme --).
Add the missing information:
Bonjour, madame.
Bonjour, Mx. --.

In a text you see:
les articles indéfinis et définis
Les and elle are indefinite articles, like *an* in English. Ils is used with masculine singular nouns, and use with feminine singular nouns.
elle femme

Invite reflection: Why is a window or a table "feminine" and a mouse or a notebook "masculine"?
A man and a keyboard are both members of a so-called "masculine" class. Yet, one of these memberships is considered anterior and the other is made to seem as though it is not.

Work with students to lay bare normativities and make clear that:
"Grammatical and social gender are related but separate systems."

Carry that knowledge forward:
"UN" OU "UNE" ?
Repeat: les suffixes!
Avoid color coding & labels that risk reifying the connotation of grammatical & social gender. Category "un" old category "une" focus on use.

Carry that knowledge forward:
Language only ever gestures toward gender, including pronouns. Anyone can use any pronouns regardless of their gender and those pronouns can change across time and/or across social context (see Kniskely, 2021b/2021).

Assignment & Assessment Headers:
Name: _____
Course/Section: _____
Pronoun: " _____"
Agreement: " _____"

*This is an invitation to temporarily pin down the grammatical structures you are using in this specific assignment/assessment so that I may provide relevant, assumption-free linguistic feedback.

4 **call out, upend, & resist normativities**

What is the status quo?
Why is it so?
What maintains it?
Who benefits?
Who is disadvantaged?
Who is marginalized?
What alternatives exist?
How is language involved?

5 **engage in CRITICAL CLOSE READING & DISCUSSION.**

Of the textbook...
Of all media...
Of all language encountered.

6 **BRINGING QUEER & TRANS KNOWLEDGES TO BEAR**

Open up ways of knowing ways of languaging ways of being

7 **THE QUEER & TRANS CONTENT TO LANGUAGE LEARNING GOALS.**

Start with language data. Teach toward a plurality of possibilities.



Ultimately

The ways in which gender can be made relevant to language classrooms are as
LIMITLESS
as the ways in which gender reflects the lives, cultures, and languages of those to whom and about whom we teach.

This infographic was adapted from the following publications and does not include all possible information about TAQIBPs and their applications. For complete citations and more, please see:
Kniskely, K. (2021). A Starter Kit for Rethinking TQNC Representation and Inclusion in French L2 Classrooms. In N. Meyer & E. Holt-March (Eds.) Teaching Diversity and Inclusion: Examples from a French-Speaking Classroom. Routledge.
Kniskely, K. (2021) Teaching Trans: Examples from an Intermediate French Course. In S. Bouamer & L. Bourdeau (Eds.) Diversity and Decolonization in French Studies.

Notes

*The transphobic qualifier preferred should not be used. The pronouns and name an individual uses are the only acceptable way to refer to them and a matter of preference. Please also note the use of *je* (she) here. Private violations, rather than public demands should be used. See the above publications as well as kriskniskely.com/resources-for-educators for more details.
**TAQIBPs, by definition, entail a radical wealth of perspectives and are thus in their practice, aims, strategies, and applications. They must necessarily be adapted to be locally relevant. Those presented herein represent a starting list of possibilities. This version is discussed in length in Kniskely & Holt-March (2021). The following also support the elaboration and adaptation to specific contexts:
Kniskely, K. (2021). Let's teach non-binary linguistic forms used by non-binary speakers of French. Foreign Language Annals, 53(3), 392-416.
Kniskely, K. and Paul, J.M. (2021) Bringing Trans, Non-binary, and Queer Understandings to Bear in Language Education. Critical Multilingual Studies, 5.
***For more on my approach to language education as well as additional recommended readings, please see my publications, presentations, and other resources at kriskniskely.com

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