

Student Perceptions of Ungrading as a Feminist Practice in a Lesbian Feminist Literature Course

By Professor Freesia Mckee

My SoTL project asks whether students perceive ungrading as a feminist practice within a literature course on lesbian feminist poets Audre Lorde and Adrienne Rich. Each week, students complete a “labor log” to demonstrate completion of course requirements. In Weeks 9 and 16, students complete a prompt asking them to connect their labor log writings with Lorde and Rich’s feminist writings on topics like gendered labor, unpaid labor, and creative energy as revolutionary force. I use the “poetic inquiry” methodology which draws from found poetry, hip hop sampling, call and response, and ars poetica (Davis, 2019). Poetic inquiry uses thematic coding of participant writing. Then, the researcher composes “research poems.” In the spirit of laboring *about* our labor, I will deliver a “zine factory” performance art piece in which visitors will be invited to use typewriters and collage materials to contribute to a zine of personal-poetic reflections on labor.