

Tues. 20180424 - Prof. Christopher Schmidt's ENG271 Poetry Writing class - ~20 students (I would guess ages between 18-25, maybe $\frac{2}{3}$ might self describe as female, some reported gender neutral, mostly poc, all serious writers). We opened with introductions and saying one true thing about ourselves. Followed by describing the technology that could be used to verify that. Very interesting and creative responses. A number mentioned interest in astrology and occult.

- Connections between bodies and the real world and the digital.
- Alex introduced #100hardtruths online project.
- Poetic responses to the moment of Trump's election. Art and poetry as an effective response. "Art answers to phony questions." Feelings about technology - how does it *feel* to be connected with technology.
- Radical digital literacy
- Fake news poetry workshops
- Q2: Something that you know is true news or fake news - and how do you know it? And how did you verify it? [this would be a great icebreaker for a BI] Other students responded. "faith," "conviction," trust, social media as a means of documenting violence, Triangulating as a process of verification. 2 students spoke critically about anti-vax movement.
- Q3: name one truth about social media: technology>feelings of inadequacy, competition, "limits of the real," groupthink, fake appearances, fake bodies, activism, how are debates resolved online? F2f sometimes people talk louder, but also there tends to be more mediation in how we talk to each other.
- Feminist wikistorming; going viral not fun
- Alex left with an assignment. Look at #100hardtruths site or paper version.
- Part II: Lisa led the writing portion. Opened with question about how we write, where we write, who is listing. "A place in chaos". "Solace." Lots of great, detailed, thoughts about how to answer the question. What motivates poetry writing, where you write best
- Interesting comments about not considering yourself a writer
- Erasure poems, list poems (they looked at Sei Shonagon)
- Lisa asked the students to write down answers to the following (one word or short phrases): 1-true thing about yourself "true fact", 2-technology object, 3-one feeling that tech or social media gives you 4-1 hope or wish or imagining for what could be different in the world (ex: I want..., I wish...) 5-I want to make, or I want to write or I want to say 6- a word that you love or intrigues you or irritates you or inspires you 7- name a body part, that you like or don't like.
- Students went around reading sequentially what their responses to the questions were.
- Reading and discussion of excerpts of poems by Audre Lorde, Eileen Myles, Essex Hemphill and Muriel Rukeyser.
- About silence and speaking: From J - speaking as validation? Or maybe this is more about sharing. To break the isolation, create openness; silence and guilt, or silence as obligation? Going beyond what you think you know, to be aware of your body and those of others.
- Instructions about creating a poem based on #hardtruths. Proposed ideas: writing a poem about lie that someone told you, or that someone told you. 3 words about your digital experience. Lists of colors, feelings, sounds that you encounter on your commute. Lists of ideas for an ideal city, of bodies and parts. Technologies, old, new, everyday. Notes from txt msgs. Ideas of fake and real.

Weds. 20180425 - The Lit, Prof. Lucy McNair

- 7 students (3 from yesterday's class; mostly fem-identifying)
- Alex introduced workshop series. This is #8 in the larger project.
- Small group conversation
- AJ: Technology (not limited to the digital), as tools that we use to extend ourselves into the world.
- Good conversation about name and naming; can we determine truth claims from names?
- Reading each other, carefully taking each other in.
- Online verification - online cascade, our online personas are all fake (although we do it ourselves),
- "Common sense is not common." Common sense = ideology, collective unconscious, Fanon.
- LC: truth and time,
- Hard truths: pain as a truth, our perception and analysis is what varies. The relationship between technology and truth.
- Social media as our default source for news.
- Poetry has a better truth system than social media. Because social media's primary purpose is capitalist.
- Time spent reviewing #100hardtruths site and choosing lines that resonate
- LC: experience of time and poetry writing. Opened with question about writing process. Students talked about inspiration and motivations for creative writing. Where they get their ideas from, the pleasures of world-building in fiction. Seeing different things (pov, perspective), the importance of re-reading.
- Rutkeyser poem reading, line by line. Essex Hemphill
- May 30 reading.

Thurs. 20180426 - Tuli's ENG101 class

- ~20 students, Tuli, Ian, Lisa and Alex. This group of students were more diverse in terms of culture and language (more international background) as well as in their majors, age estimate 18-25. More first semester, students early in their college lives. At least one student who expressed more conservative views than in earlier LaGuardia sessions.
- Conversation about methods of verification: going being researching online. The body, f2f. But also raises issues of misreading cues.
- Why do we doubt online info more than f2f? Or do we?
- Good conversation about how we have redefined "truth" in the digital age
- "X-reality" <> the digital -- hard reality
- Q: are truth fixed?
- Interesting student comments about media and power, distrust or disengagement with all news.
- Lisa opened second part with a discussion about languages in our lives, feelings about the news and fakeness/realness. How do thinking about language intersect with the issues we have been talking about? What is the best place where writing takes place for you? These students did not answer the question about writing process as easily as the earlier groups. I think this gave them something to think about that they might not have considered before. One student also described writing as mostly a personal,

communications experience (i.e. “exchanging insults with friends”); about writing in different languages; writing down things that you don’t want to share with other, to work things out in privacy. Need for structured space like the library.

- What poetry is, what writing is. Lisa talked about paying attention to surroundings writing. Everything you notice is important. Writing and memories. Thinking and feeling and language. Pay attention what helps you write, what prevents you from writing.
- AJ: How has use of images and photos replaced writing in our lives, our use of words, text?
- How to learn how to use poetry and writing process to help us materialize our thoughts and feelings. Dealing with knowing and not knowing, how we figure our truths?

Group list poem exercise:

1 - Write down 1 feeling being online give you.

2- 1 thing that you wish could be different, something you want to change, 1 thing you hope or want for yourself or for the world.

3- 1 piece of technology or space or device or platform (that is connected with the feeling in line 1)

4- 1 body part (that is connected to the feeling in line 1

- Assignment: bring responses to the questions that Lisa asked. 3 lines, one or two word responses

1- Makes notes about the different kinds of technologies and machines that you come in contact everyday. (Ex. escalators, stoves, etc.). The relationship between online and offline devices, how we move between them. A list is one way to answer this.

2- A list of questions connected to our daily life, these issues. 10 questions.

3- Start writing - notes or start of poem or essay - about a lie that someone has told you (in real life or online) that has affected you strongly. Or a lie that you told that affected you or people you care about.

4- Make a list of 10-20 of words that connect to your digital life. Use the list of words to generate a poem.

- Next Thursday - turn in your poem if you want to be part of the project.