

## GET WITH THE PROGRAM!

### An Important Note:

Informed by conventions in traditional French mime, *Queerdo* (queer + weirdo) is Julie Cosenza's alter ego, or performance persona. Queerdo functions as a character who takes the form of different phenomena, for example, the educational system. In this research project, Queerdo guides us on a tour through the academy from the perspective of a dyslexic student. As we travel from systemic to individual, from abstract to literal, this performance strives to make visible the normalized/naturalized practices in education. What can we learn about the educational system from a queer dyslexic student? What does this mean for other bodies in the academy that do not "fit in the box"?

### Alex, The Automated Voice:

The MacBook's text to speech standard voice is named, Alex. Some dyslexic students convert their reading materials into an electronic format that can be read by a screen reader. For many dyslexic students, hearing and seeing the words help with reading comprehension and fluency. In the performance, Alex reads the quotes to the audience to simulate how a dyslexic student using a screen reader might encounter a text aurally.

### Special Thanks:

Director and Lighting Designer: Rick Jones

Assistant Director: Meggie Mapes

Faculty Advisor: Dr. Elyse Pineau

Concept Support: Rob Carlsen

Publicity Support: Billy Rogers

Technical Support: Carly

Heather Hull and (Aubrey Huber) it is an honor to share the stage with you.

## WE MUST HAVE ORDER!

Quote - Audre Lorde

Performance - "Performing Stigma"

Music: "Sleep Will Come" by Bliss

Bell, Elizabeth. *Theories of Performance*. Thousand Oaks: Sage Publications, 2008. Print.

First Quote: Bell paraphrasing Erving Goffman

Second Quote: Judith Halberstam quoted in Bell

Quote - Elyse Pineau quoted in Judith Hamera

Words - "The Conclusion"

Quote - John T. Warren

Video - Invisible Labor Part 2: Disability Accommodations

Music: "Iron Horse" by Kevin MacLeod

Audio - My Proud Dad

Performance - "Slow Processing"

Quote - Dené Granger

Video - "Have Fun With Symbols!"

Quote - Dené Granger

Performance - "Disciplining Hope"

Music: Compilation by Julie Cosenza

Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham: Rowan & Littlefield, 1998. Print.

Quote - Marcelo Diversi and Claudio Moreira

Performance - "Consumption in the Academy"

Quote - Peter McLaren quoted in Bryant K. Alexander

Video - Invisible Labor Part 1: Creating a Performance

Music: "Batty McFaddin" by Kevin MacLeod

Words - "The Body"

Performance - "Different Ways of Knowing"

Picture - Dedication

Words - "The Introduction"

Quote - John Poulakos

Picture - Welcome

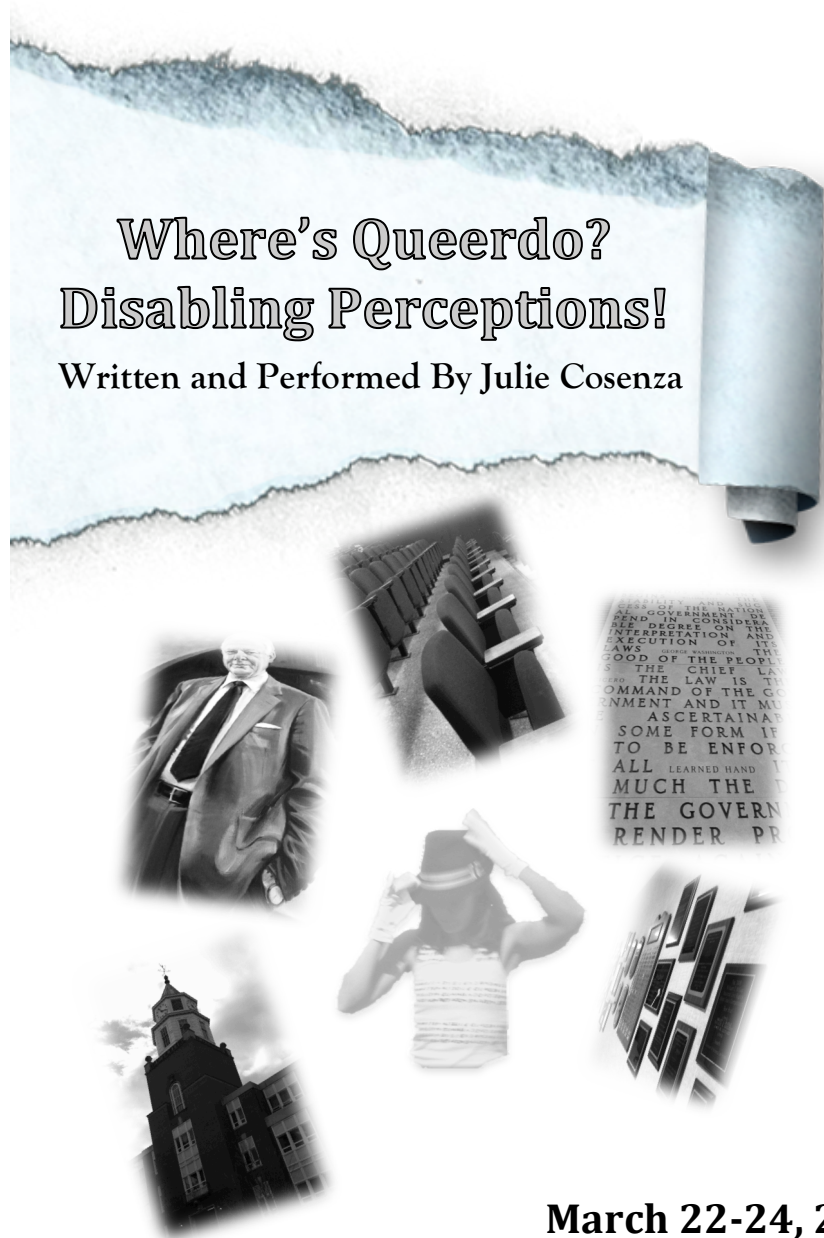
Music: "Comic Plodding" by Kevin MacLeod

## Works Cited

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- Pineau, Elyse quoted in Hamera, Judith. "Exposing the Pedagogical Body: Protocols and Tactics." *Performance Theories in Education: Power, Pedagogy, and the Politics of Identity*. Ed. Bryant K. Alexander, Gary L. Anderson, and Bernardo P. Gallegos. Mahwah: Lawrence Erlbaum Associates, Inc., 2005. Print.
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- Poulakos, John. "Toward a Sophistic Definition of Rhetoric." *Contemporary Rhetorical Theory: A Reader*. Ed. John Louis Lucaites, Celeste Michelle Condit, and Sally Caudill. New York: The Guilford Press, 1999. Print.
- Granger, Dené. "A Tribute To My Dyslexic Body, As I Travel In The Form Of A Ghost." *Disability Studies Quarterly*. 30.2 (2010). Web.

# Where's Queerdo? Disabling Perceptions!

Written and Performed By Julie Cosenza



**March 22-24, 2012**

The Marion Kleinau Theater  
Department of Speech Communication  
Southern Illinois University, Carbondale