

Presentation Notes

*Deep Throat: Against Assimilation: Deception:
The Value of being Poorly Educated*

INTRODUCTION: DIRECTIVES

PLEASE SIT DOWN

MAKE YOURSELF COMFORTABLE

OR DON'T

YOU SHOULD DO WHAT YOU CAME HERE FOR

WHATEVER THAT IS

DEEP THROAT MUSICAL INTERLUDE
SHE'S GOT TO HAVE IT

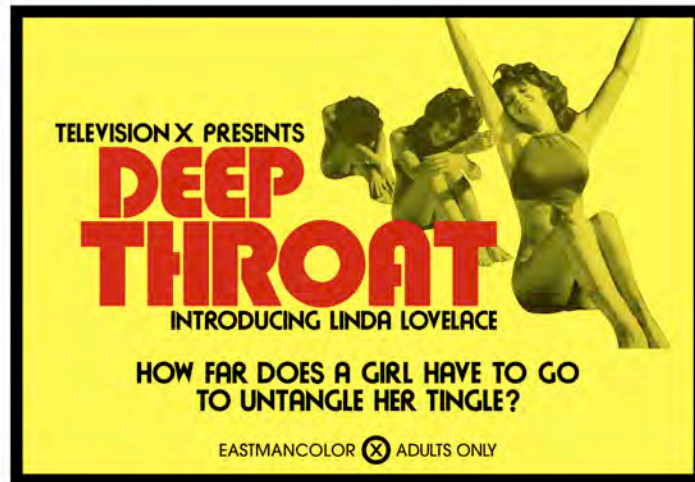


Image Slide 1: WHY DEEP THROAT ??

Welcome, I'm Kim (long pause and look at people)

Introduction: Who is kiM? Why is shE here?

- artist, adjunct educator, unpublished writer? educated? unrecognized human material?
- My work centers around...

Who knows Deep Throat? Who knows the “story” of Linda Lovelace?

Let 's piece it together (traditional statue) Can anybody tell the story, what they know of it?

Deep Throat & Imaging Linda Lovelace: center talk in relation to current state of education – intertwined relationship of expressions of sexuality with gender/class/whiteness to education

1. one of the most controversial successes in film, helped move erotica into mainstream
2. trendy chic sexuality & sexual freedom of women, YET satisfied fantasies of male hetero oral intercourse (doctor find clitoris in her throat)
3. orgiastic pleasure, success of male through picturing sexualized female
4. “everyday girl” rather than the superstar, everyday classes becomes sexually elevated
5. autobiographical chronicle as abuse, coercion, forced prostitution, non consent, rape
6. Use of female body for male means and sexuality and \$\$ - pleasure and domination
7. Education

And THIS talk with THIS proposal: Are we are All feminized in Western learning systems?

The Questionable: How are we coerced? Individually and as part of groups or institution?

Students AND faculty into solidifying our subjectivities into popular ideas of identity?
(identity politics) coercing (solidarity vs power structures that solidify identities)

My intention in this presentation - a series of questionable questions

You will see.



Image Slide 2: INSTUTIONALIZATION VS INTERLOPING

I am an interloper (LONG PAUSE look at audience)

a learning to embrace. I've spent most of my life in education, meaning, I am deeply institutionalized. An institutionalized interloper.

There are many ways and reasons people are or become poorly educated. Or are just **UNBECOMING**

Lack of access to resources, inability to function with a system set up for a limited number of human needs and difficulties
your identity – your subjectivity used by others to move status and money around the system.

Whether you like it or not

Universities as money compilers and there is NO MOB – no need for mobs now, rules and the LAW make power not need the same kind of muscle

It took me a long time to get my degree, for many reasons.
This is why I'm HERE to address POOR EDUCATION

in a moment

DEEP THROAT MUSICAL INTERLUDE BUBBLES

Transition(al) Slides: CREDENTIALING VS CONFESSIONAL

Not Confessional, credentialing that brought me to this point here & now with you, you were brought here and now with me for different reasons

Deep Throat - She is all of us, we're all fucked in the mouth & expected to take/have pleasure



1. What did I expect out of college education? (education itself was goal, not career after)
2. What did I get out of education? (safe haven as young, safe haven as adult, and now a move away from formal education and through different pedagogy what I call "poor education")
3. What did I get out of being poorly educated? (understanding of conditioning in relation to other conditions, not a place [in place or out of place] that I was going to be molded by institution, ideal for – a place of failure, not fitting in, coming together and tearing apart of race, gender, class, ability, and other differences)



My story of learning I was an interloper (note: some of you may feel the same & some of you are the opposite, feel like interlopers and find ways to fit in)

Both a piecing together and a piecing apart

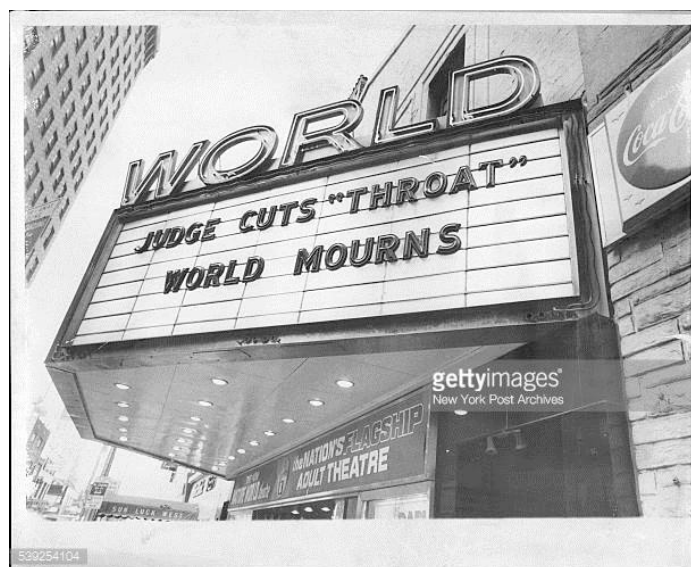


INSTITUTIONALIZATION VS INTERLOPING

MY STORY OF CREDENTIALING: Schools, jobs, organizations

- Entered University at 18, excited and ready, I was slated for success
- Engineering & architecture – structures are still at root of my thinking
- Midwest working class poor with no financial and no other structural life support & queer coming to age in a time of queer hate during AIDS crisis
- with politically and academically active people at levels I had not previously experienced. I tried to step up too. I couldn't keep up with the activities and leisure time that my peers had. couldn't develop professional social connections. fell behind. a structural failure.
- I learned I could not do things they did, not live the same way, only work and study. Alienated. Common story, one often not heard bc most of these students fail out of school
- I quickly and successfully failed out of school [like my poor education peers] and turned to work

These are all my credentials



Deep Throat was ruled obscene

Poor Education: a comparison to academic education

1. survival, underpaid jobs, living without means, hard work for little pay, streetwise, alternative parallels to school
2. Homeless. Learned from homeless friends, or friends who learned to live by necessary means. Learned to manipulate systems legally to get free furniture & dinners at restaurants. Learned to dumpster dive in a city of wealthy people
3. doors wide open to financially viable career possibilities that I didn't previously imagine: drug dealing & prostitution in a "middle class" town that easily could pay for sexualized and labor luxuries from working poor
4. I worked a minimum wage job, and regularly fantasized how I could steal everything from the place I worked, through robbery. of course never did. or maybe a little. little by little

These are also my credentials

Deep Throat was ruled obscene



MY lack of recognition, or misrecognition: education, race related to class, queerness
I didn't know how to negotiate these misunderstandings, didn't know how to negotiate being
misunderstood
learned to live outside of recognition, outside of meaning, in misplaced signification

*These are also my credentials, thought more difficult to explain with facts & stories, so I won't
give them*

Deep Throat was ruled obscene



I propose:

Those who lack means use methodologies often called manipulations, system thievery, illegality
With people of means, these methodologies are called negotiation because they work within THE
LAW

All methods move resources towards living & life goals (survival vs success)

I moved to California: pleasantly surprised that education was accessible to the working poor.
Managed through justifiable but manipulative means to make it through school in the next 13
years. I now have an MFA. \$75,000 in debt. Work to survive as artist without means and
outrageous debt. Others have more debt. Just to gain status through credentials. And I did gain
status, and the necessary language to navigate the equally educated. Its not education, it's ability
to navigate. But, this was learned. Poor education. educated.

Deep Throat was ruled obscene



My goal is not *just* to be an interloper as a situated (sometimes queer) critique, but to continually question institutionalization, as educator, through pedagogy, how long will they keep hiring me back?? this is questionable

I believe it is useful to be in a position (shape), to not assume belonging, to navigate between
To attempt to understand and make place for the suffering of others and how it relates to mine



Was this confessional?

Was this a situated critique?

I am troubled by the relationship of these questions. It motivates

Deep Throat was ruled obscene

DEEP THROAT MUSICAL INTERLUDE
LA LA LA

Transition(al) Slides: TRADITIONAL SCULPTURE



Soooo, I'm an artist, right? so I wanted to talk about some traditional sculpture

Some things that artists are supposed to do, right??

I never really do, so thought I would talk about making of the ideal man

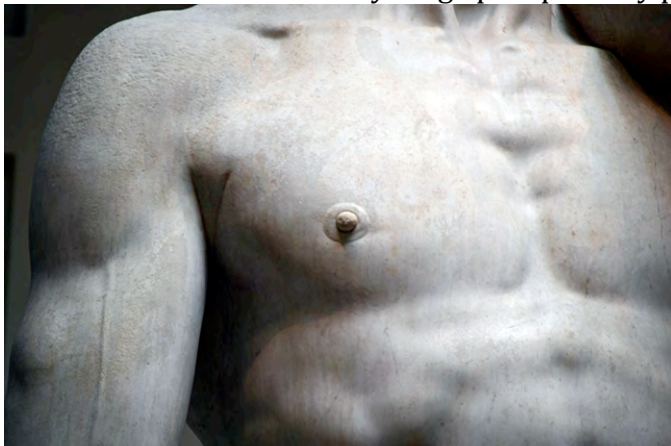
500 years ago, A boy fit to be King – David by Michelangelo – quintessential Renaissance figurative narrative sculpture: Renaissance to Enlightenment

The age of education and hope



A vision of a man to live up to

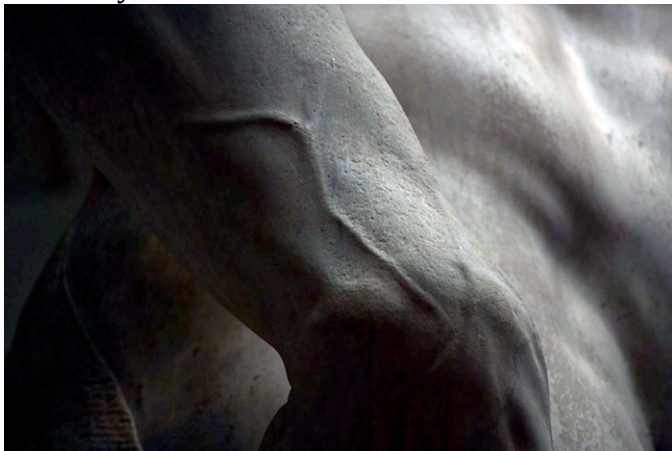
I want to take David the boy king apart piece by piece



the sexy parts
and the boring parts



Really chop it apart
the story and the marble



What a beautiful vein



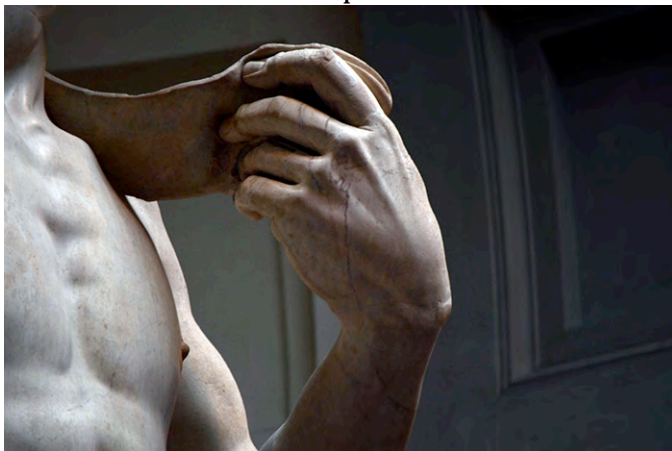
What a beautiful uncomfortably placed hand



I wanted to make a replica of David so I could chop him apart here in person



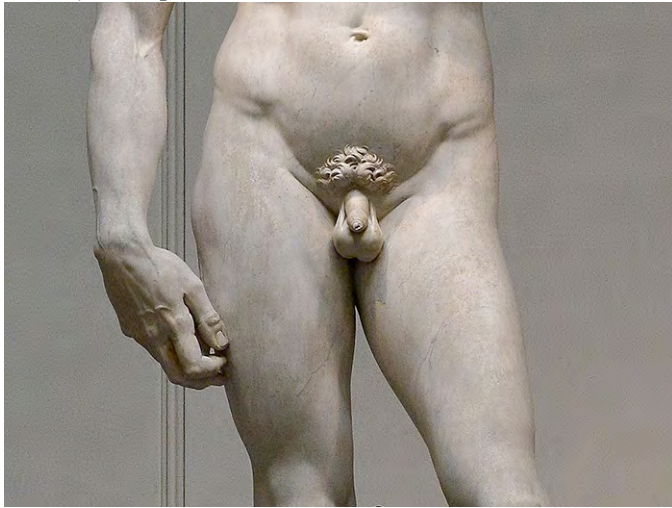
And I did
made him out of rubber pieces



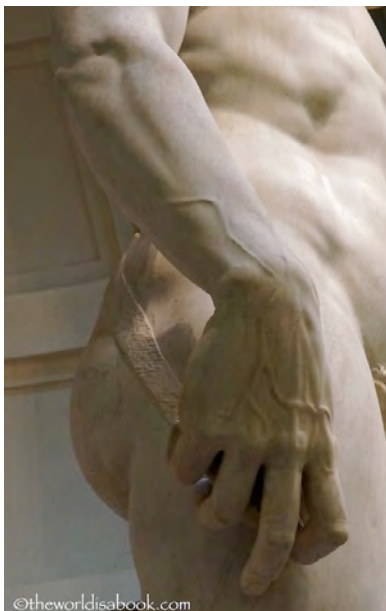
and I stand here
alone



And know that David has fallen apart into pieces
I am just a perverted killer



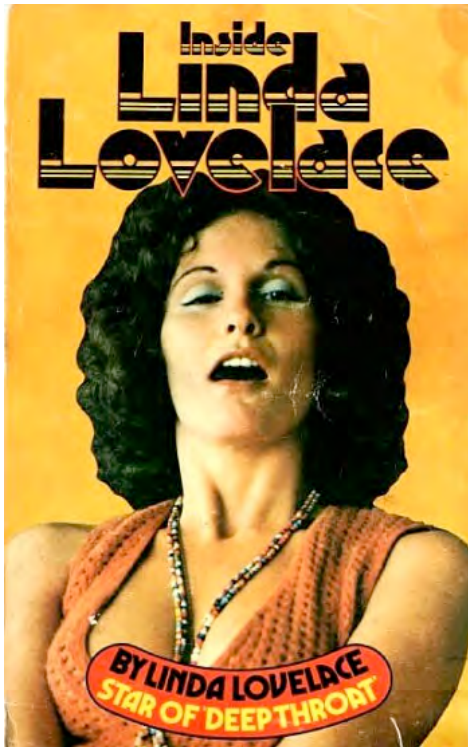
This makes me think about David and his femininity



And his veins



And how he stands
Even when he is in pieces
or fallen



And then Linda is taken apart, piece by piece
Not only as female, but as non-male, non-masculine figure that was forced to represent, an individual confessional, an unintentional critique of an institution

We are taken apart

We fall apart

We want to fall apart

DEEP THROAT MUSICAL INTERLUDE
I'M A MAN

POOR EDUCATION:

Negative effect on learning, they say

Negativity isn't so bad, it can be a tool, make the world a different way

Education can empower

What does that empowerment mean?

More money?

More social mobility?

More conformity?

Do a job with more competence?

Is it really good to be competent?

Turn you from nobody into somebody?

Improve your future?

The American Dream – according to research this **BELIEF** in the American Dream of social mobility is stronger than ever !! in actuality, mobility is now in the negative, with income inequality increasing. But, most individuals stay generally at the same income level that they were raised in. and directly related to culture, race, gender, geographic location, family wealth, and social interactions.

They say we need to go a little deeper for the right analysis, and I agree

Deeper and deeper

Deeper and Deeper

COGNITIVE FLEXIBILITY A RETRAINING EXERCISE THROUGH LOOKING

STAND

BLINK YOUR EYES EVERY 3-4 SECONDS (2min)

COVER BOTH EYES WITH YOUR HANDS (3min)

UNCOVER ONE EYE AND OPEN IT

*HOLD YOUR FINGER OUT IN FRONT OF YOU AND FOCUS
ON YOUR THUMB MOVING TOWARDS AND AWAY SLOWLY
FROM YOUR EYE (1min)*

*NOW SLOWLY COVER YOUR EYE AND UNCOVER YOUR
OTHER EYE*

*HOLD YOUR FINGER OUT IN FRONT OF YOU AND FOCUS
ON YOUR THUMB MOVING TOWARDS AND AWAY SLOWLY
FROM YOUR EYE (1min)*

COVER BOTH YOUR EYES AGAIN (2min)

*OPEN YOUR EYES WHILE THEY ARE STILL COVERED
(30sec)*

SLOWLY MOVE YOUR HANDS AWAY FROM YOUR EYES

DEEP THROAT MUSICAL INTERLUDE
DEEPER AND DEEPER

CLOSING DISCUSSION: DECEPTION

So, people at different places come up with different strategies for surviving education. Missing classes. Extending deadlines. Academic Dishonesty.

I support open discussion of all of these things, because its really about moving from illegality to legality, to maintain without everything falling apart. I try to discuss it openly with students when I can. I try to teach them to negotiate better, or cheat better, or lie better. Direct them to resources, although I have never found college psychological or other related resources as adequate for people who lack resources or time to fully engage with those resources. And psychological help isn't really helpful if the problem is financial. Or if embroiled in real structural life issues, rather than emotional issues. even with the recognition that they are entwined.the emotions are an after effect. embedded. embroiled. Some deceptive strategies: Grandparents die, doctors appointments, family emergencies. High school vs college. Low income vs "middle' class"

I may have cancelled my own class today as a family emergency.

I am here for you and me. It was an emergency.

A CONVERSATION: WHAT KINDS OF STRATEGIES DO YOU USE TO STAY IN SCHOOL AND DEAL WITH MISUNDERSTANDINGS AND DIFFERENCES, and IN OTHER AREAS OF YOUR LIFE THAT ARE ALSO EDUCATIONAL - YOUR OWN SURVIVAL AND CREDENTIALING!!!!

This conversation is as much for me as for you to share what you feel comfortable sharing. I will use this information to navigate teaching better, to help support students with various needs. We can help each other expand our understandings.

Poor education

1. Things that allow for continuing and not falling apart
2. Things that allow for relief (conflict and stress)
3. Making space for falling apart

EVEN PUBLIC SITTING CAN BE AN ACT OF DEFIANCE

Depending on who you are



OR NECESSITY

Who's allowed to sit where?