On Resisting Rape Culture with Teachers-to-be: A Research Poem

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Cover Page Footnote
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STUDIO

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This project is sputtering and splintering from fullness, all swollen in the middle and ripening through rot, pressing on. If I am interpreting this correctly, my participants have scarred ideas about privilege and violences. Permissions too. Stretch marks snake under our waistbands, these sacred faded hieroglyphs full of strained stories that thicken reciprocity as we reckon with rape culture anew.

They come to voice with lasik languages, subversive and sobering, sustaining above-ground discourses. They can teach soft spots
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pushing into anchored conversations with the young and flying grateful ribbons half mast, acknowledging losses. Such gestures keep precious words that inch ahead on tongues thick with jittering lacquers warm and slick.

There are woo’s and whoa’s and woes as we search for lightness between blades of organic awful, apologies run amuck, and valid subgenres blooming roadside. Our bodies are chatty too—buzzing with readiness to wrangle with the real, curtail conceptual critters who hug the walls here, staring. But there’s no need for fancy footwork in this lab so sit on leather poufs and broach hot precarity.
I note one’s infectious posture as we dig into the raw slips. Another plays with frizzed curls that are calm at the center and offers nuances that can only be coaxed forward in November. Such anxieties and appreciations break ground, tenderized already, prepared to deliver this stormy pedagogy that drains the canon so that the stopper burps, awash in unlearning.

We have trench foot but we laugh, creating respite from needling a flushed curriculum in need of rewriting. We retweet the tough bits to followers immune to critical chemistries. Ours is another wagging cautionary tale that educates.

Author

Amber Moore is a SSHRC-funded Ph.D. candidate and Killam Laureate at the University of British Columbia studying language and literacy education with the Faculty of Education. Her research interests include adolescent literacy, feminist pedagogies, teacher education, and trauma literature, particularly Young Adult sexual assault narratives. She also enjoys writing poetry and creative nonfiction.