

## WWP Lesson Plan — LGBTQ2+ / Sex, Gender and Sexuality Liberation

*This template was created to help those planning and teaching Party classes to make those interactive, interesting and consistent so that they can be reproduced in the future.*

<p>*Teacher Preparations and</p>	<ul style="list-style-type: none"> <li>* Consider accessibility and accommodation needs in communicating with candidates, sending material in advance for preparation, reading aloud in class, etc. See recommended reading in class plan, “Letter from the South: Mental illness and movement solidarity”: <a href="http://www.workers.org/2017/03/30092/">www.workers.org/2017/03/30092/</a></li> <li>* The class leader(s) should tell participants to please ask the group to STOP the reading--at any point--if they get spaced out, confused or have questions or comments or examples. This will encourage deeper conversation.</li> <li>* <b>Pre-assignments must be made for this class; see Readings, below.</b></li> </ul>
<p>*Essential Understandings</p>	<ul style="list-style-type: none"> <li>* Consider before class how to approach the most important lessons people should learn on this topic:               <ol style="list-style-type: none"> <li>1) Oppression based on gender and sexuality came as individual ownership of land replaced communal/collective ownership of the land, with the resulting rise of patriarchy and class society; the class struggle is needed to end LGBTQ2+ oppression.</li> <li>2) Fighting national oppression/racism and women’s oppression is an integral part of LGBTQ2+ liberation.</li> <li>3) Workers World Party has been at the forefront of fighting for LGBTQ2+ liberation from its beginning in 1959.</li> <li>4) The Cuban revolution has made LGBTQ2+ issues a priority.</li> </ol> <p>This is a class on the oppression and liberation of LGBTQ2+ people and linkages of that struggle to oppression based on the M/F sex binary. This could be a two-part class, depending on the length of discussion.</p> </li> </ul>
<p>Overview of Class</p>	<p>Give a brief overview (5 minutes) to participants about what to expect in the structure and content of this LGBTQ2+ class. Based on the readings below, focus class discussion. You may want introduce the class using the below paragraph:</p>

	<p>“Workers World Party’s principled position on oppressions based on gender and sexuality is that those oppressions are inextricably intertwined with the struggles of workers and the working class, and with the class struggle against capitalism and imperialism, and for socialism. Struggles for the liberation of people oppressed because of their gender and/or sexuality must be fought for, fiercely and unrelentingly, as integral to the struggle for socialism. This is a class on the oppression and liberation of LGBTQ2+ people and linkages of that struggle to oppression based on the M/F sex binary.”</p>
<p>Motivating Question</p>	<p>One possible ice breaker is:  “When was the first time (that you remember) that you were aware that society divided people into male and female? When do you remember anything or anyone that challenged this idea?”</p>
<p>Readings, Materials, Links</p>	<p><b>Pre-assignment reading for all to prepare for the class is:</b></p> <p>UC-Davis LGBTQIA Resource Center “Glossary”  <a href="https://lgbtqia.ucdavis.edu/educated/glossary">https://lgbtqia.ucdavis.edu/educated/glossary</a></p> <p><b>Primary readings for individual in-class presentation are:</b></p> <ol style="list-style-type: none"> <li>1) Leslie Feinberg, “Transgender Liberation: A Movement Whose Time Has Come.” PDF available at: <a href="http://www.workers.org/books">www.workers.org/books</a></li> <li>2) Leslie Feinberg, “Many histories converged to fight back at Stonewall, 1969,” Lavender &amp; Red 71  <a href="http://www.workers.org/books2016/Lavender_and_Red.pdf">www.workers.org/books2016/Lavender_and_Red.pdf</a></li> <li>3) “The Combahee River Collective Statement,” 1977. PDF</li> <li>4) Minnie Bruce Pratt, “LGBTQ2+ Liberation and Working-Class Struggle,” Workers World, Nov. 16, 2016.  <a href="http://www.workers.org/2016/11/27768/">www.workers.org/2016/11/27768/</a></li> <li>5) Leslie Feinberg, “Gay Cuba: 1965 UMAP brigades: What they were, what they were not,” Lavender &amp; Red #92  <a href="http://www.workers.org/books2016/Lavender_and_Red.pdf">www.workers.org/books2016/Lavender_and_Red.pdf</a></li> </ol> <p>For further study, see “LGBTQ2+ Class Readings.”</p>

<p>Methods of learning:</p>	<p>Lecture  Reading/reading out loud together  Discussion  Video  Participant-led presentations (<b>assign before class</b>)  Personal histories/stories</p>
<p>Suggested Discussion Questions</p>	<p>You can select from the following questions based on the interests of your participants:</p> <p>1) Were you already familiar with Leslie Feinberg’s work before you became a WWP candidate? Did that work influence your interest in socialism and/or WWP? How? What new thoughts came to you as you read this week’s selection from Feinberg, as a political trans communist revolutionary?</p> <p>2) Succinctly summarize what Feinberg theorizes in the “Transgender Liberation” pamphlet about the prehistory of women, the growth of class society and resulting gender categories, and the connections to queer/trans/gender-nonconforming people.  What are some specific acknowledgements we should make as communists about the special oppressions of Indigenous people and Black people in the U.S. as relating to sex/gender/sexuality?</p> <p>3) The Combahee River Collective defined themselves as “Black feminists and lesbians” and also as socialists. They created their statement about the interconnection of oppressions in 1977, long before “intersectionality” was an academic buzzword. Be ready to discuss what they advocate as the basic steps toward “system change.”</p> <p>4) WWP was founded as a Party in 1959—long before modern “Gay Liberation” in the U.S. What do you know about revolutionary political groups, including WWP, during the 1969 Stonewall Rebellion and the early years of LGBTQ2+ struggle? For instance, did you know the famous “Stonewall Means Fight Back” banner belonged to the WWP youth group, YAWF? In our discussion, let us know what you know and what questions you have about WWP and LGBTQ2+ issues.</p>

Suggested Discussion Questions (cont.)	<p>5) What examples does Pratt give of interconnections in the past between LGBTQ2+ struggles, women’s liberation, and working-class struggle? What are some examples of those interconnections today, in your community and beyond?</p> <p>6) In some LGBTQ2+ communities and political currents there is still virulent condemnation of Cuba for its policies in relation to LGBTQ2+ people, especially during the height of the AIDS epidemic. What do you know about these criticisms and how to address them? After reading Feinberg on the UMAP brigades, how would you defend Cuba? How would you argue that trans issues are socialist issues?</p>
Organizing	In your local organizing, how can you bring the issues of LGBTQ2+ oppression/liberation to some specific campaigns or actions?
Skill Building	Have candidates make a chant sheet for an upcoming/possible rally that incorporates LGBT2S+ issues into the chants.
Reflection	<p>Save some time at the end for participants to answer questions about the class:</p> <ol style="list-style-type: none"> <li>1. What will you remember/be useful for you?</li> <li>2. What would you change, spend less time on, or make less confusing?</li> </ol>