This participatory roundtable emerges from our work in an action-oriented research, writing, and teaching collaborative that we designed and that is funded by the Ford Foundation to research and teach about youth, sexuality, health, and rights. This roundtable session will invite participants to engage in practices that promote sexual literacies. Following Jonathon Alexander who recognizes sexuality as a “key component of contemporary literate practices,” and who argues for the urgency of sexual literacies as a result of the central role sexuality holds in the “stories we tell about ourselves, our communities, and our political investments,” we are especially interested in the potential for queered practices and productions to shift dominant stories discourses, practices, and policies that affect youth. Our work for this roundtable draws from what Adela C. Licona refers to as “entremundista pedagogy” together with what J. Sarah Gonzales refers to as “ECA: Education, Connection, Action.”

An entremundista pedagogy engages in a both/and (rather than an either/or) approach to the production of knowledge, place, and people. The entremundista, or the one “between worlds,” is – at once and always – both teacher and student. The entremundista is therefore also always inquirer—the teacher-researcher. Entremundista pedagogy is a pedagogy that crosses disciplinary boundaries in search of new understandings, practices, and knowledges. It is interested in social change and in the potentials for producing new guiding myths for our time, as called for by Gloria Anzaldúa, and for exploring queer world-making practices, as considered by José Esteban Muñoz. ECA is a pedagogy engaging youth in conversations they are interested in that will create meaningful connections and lead to action in the world. We will use assignments we have developed to demonstrate how we work to critically and creatively unhinge and unsettle, even remix, normative assumptions about gender, healthy sex/ualities and sexual health, anatomy, race, immigration, class, history and place. We will draw from the principles of “entremundista pedagogy,” and “ECA” to share two assignments that have emerged from
our community and action-oriented work with youth and community activists and educators. We will encourage feedback as well as conversations about other ways in which those working at the intersections of academic and non-academic communities to promote sexual literacies as well as sexual justice.

Sarah Gonzales has worked in social justice education for over 10 years. She has served as the Director of Racial Justice Programs for an Arizona non-profit. Previously, Sarah Gonzales was employed at Oklahoma State University, AmeriCorps Washington, DC, The University of Arizona and Duke University. At the University of Arizona and Duke University, Sarah created and facilitated diversity trainings for the professional and student staff within Residence Life. In addition, she worked at both institutions to develop campus wide diversity programming. Sarah was a recipient of the AIMHO Diversity Award from the Association of InterMountain Housing Officers in 2002 for her efforts. She is a community partner of Crossroads Collaborative.

Adela C. Licona is Associate Professor and Director of the Rhetoric, Composition, and the Teaching of English program at the University of Arizona. She is a member of the Faculty Advisory Committee for the UA Institute for LGBT Studies. She is affiliated faculty in
Gender and Women’s Studies, Mexican American Studies, and the Frances McClelland Institute for Children, Youth, and Families. Adela C. Licona is co-director of the Crossroads Collaborative, a “think and act” research collaborative funded by the Ford Foundation that brings stories and numbers together through action-oriented research with academics, youth serving organizations, and youth from the community regarding youth sexuality, health, and rights. She is co-founder of Feminist Action Research in Rhetoric, FARR, a group of progressive feminist scholars engaged in public scholarship and community dialogue. TRIVIA: Voices of Feminism, QED: A Journal of GLBTQ Worldmaking, Kore Press, Spoken Futures / Tucson Youth Poetry Slam, and Orion Magazine.

Londie T. Martin is an Assistant Professor in the Department of Rhetoric and Writing at the University of Arkansas at Little Rock, where she teaches courses on multimodal composition, argument, digital storytelling, and web-based communication. As a feminist rhetorician and composer of multimodal work, her interdisciplinary research emphasizes the role of the body and sensate engagement in new media, performance, and activist contexts. In her research and teaching, she draws on theories of space and place to illuminate the rhetorical force and function of mediated performances in/across digital and face-to-face contexts, and she is most interested in youth-driven community research and pedagogies focused on activist, coalitional new media productions.
Stephen T. Russell is Distinguished Professor, Fitch Nesbitt Endowed Chair, and Director of the Frances McClelland Institute at the University of Arizona. He lectures in Family Studies and Human Development. Much of his research is guided by an interest in creating social change to support healthy adolescent development. His research has been used to shape local and state policies and laws for school safety (most directly in California). In his position as director of the Frances McClelland Institute for Children, Youth, and Families, he provides leadership for convening scholars to consider important questions that arise in the lives of today's children, youth, and families.

Jenna Vinson, from the University of Massachusetts-Lowell, specializes in feminist rhetorical studies. She is currently researching contemporary representations of teenage pregnancy that sustain problematic ways of thinking about women and the strategies some young mothering women use to resist these representations. Her articles have appeared in journals such as Feminist Formations, Kairos: A Journal of Rhetoric, Technology, and Pedagogy, and most recently Sex Education: Sexuality, Society, and Learning. She has written chapters for edited collections including Motherhood Online and the 21st Century Motherhood Movement. She recently served as a funded scholar with the Crossroads Collaborative, a research initiative funded by the Ford Foundation to study and support youth, sexuality, health, and rights in Arizona.