

## ON FEELING AND KNOWING: EPISODE 2, ROSS GAY

### ABOUT THE SERIES

#### ON FEELING AND KNOWING

Classrooms are to be safe spaces, we're told. Yet educators working within complex realms, where the tensions and discomforts of human experience offer no safe havens, know that deep learning often elicits strong feelings. Created by [Dr. Tara Mayer](#) and presented by the [Peter Wall Institute for Advanced Studies](#), *On Feeling and Knowing*, is a series of seven recorded conversations with seasoned educators working at the creative frontiers of their disciplines. Their insights reveal what classrooms of higher education were traditionally conceived to be and what they can become. These conversations aren't prescriptions or guidelines, but generous and candid reflections by educators daring to disrupt educational norms, in search of deeper and more diverse pathways to knowledge.

#### ABOUT ROSS GAY

Dr. Ross Gay is an internationally celebrated poet, multi-award-winning author, and Professor of English at Indiana University. Ross is currently writing, editing, thinking, teaching, gardening, cultivating tenderness, expanding his capacity for joy, and looking very carefully, in each space he's in.

[www.rossgay.net](http://www.rossgay.net)

### RELATED RESOURCES

Gay, R. (2021). [Be Camera, Black-Eyed Aperture](#), *Sewanee Review* 129(1), 14–33.

Gay, R. (2020a). [The Joy of Caring for Others](#). *The New York Times*. May 18, 2020.

Gay, R. (2020b). [Be Holding](#). University of Pittsburgh Press.

Gay, R. (2019). [Delights](#). *Ecotone*, 14(2), 28–33.

Gay, R. (2015). [Catalog of Unabashed Gratitude](#). University of Pittsburgh Press.

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### KEYWORDS & TIMECODES

Interdependence, come-along pedagogy, practice, constructionism, making

Timecode	Content	Related Reference
3:07	Come-along pedagogy	
5:09	Academic unpreparedness	
8:27	Interdependence	(Gay, 2020b)
14:18	The amalgam of voices	(Gay, 2015)
19:22	Truth in practice	
22:20	Lost and found	(Gay, 2020a) (Gay, 2019)
31:57	The imperative of love and the institute of hate	(Gay, 2021)

### INTERVIEW-SUMMARY:

Gay references in his interview the come-along pedagogy. He benefited from it as a teenager. Following this pedagogy the educators take care of their mentees. They initiate them into their world of wonders. He explores the sacredness and scary-ness of care-taking in his essays (Gay, 2020b). Gay advocates for common endeavors, everything together. His message: acknowledge and appreciate interdependence. He emphasizes the amalgam of voices surrounding us. His poetry attests his appreciation for different voices (Gay, 2015). Fostering strong arguments for a collaborative approach he criticizes theoretical belief systems, which impose the idea of a discrete being. Especially in practice it is hard to deny the nature of collaboration. Truth can only be found in practice. Focusing on practice the objective of Gay's teaching is not perfection. Finding purpose during the process of getting lost bears potential. His poem illustrates this approach. It presents his stream of consciousness (Gay, 2020a). Most of his works leave a lot of space for interpretation (Gay, 2019, 2021). He invites us to find our own voice echoing between his lines. He finishes with a provoking thought: Rather than shaping institutions for the study of hate scholars should embrace a critical imperative of love.