

If a school were designed to address the questions you bring to it, which ones would you bring?

-School for Designing a Society



Imagining 'Edutopias' Deschooling for Social Justice

Autumn 2014

Tues & Thurs 1:30–3:20

Denny 209

<https://catalyst.uw.edu/workspace/tlmyers/28031/182913>

Email List: chid480c_au14@uw.edu

Facilitators:

Tamara Myers: chidtam@uw.edu (meeting hours: T/Th after class by appt.)

Addyson Frattura-Kampschroer: frattura@uw.edu (T: 3:30-5:30 Solstice)

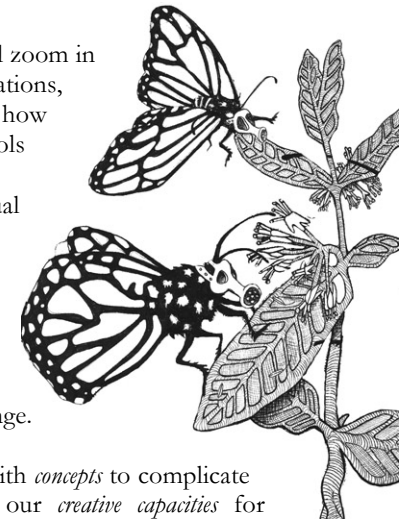
Sabah Rod: sabahrod@uw.edu (T: 3:30-5:30 Solstice on the Ave)

COURSE OVERVIEW

“There Is No Alternative!” This statement is a political strategy used to maintain educational and social realities and it can act like a vice grip on our imaginations. But, when faced with injustice and dehumanization, people have *always* found ways to put their visions of a better world into practice in many ways, small and large. How have people enacted their visions of change educationally? How do they do so today? Those will be our main questions this quarter.

Building on the work of activists and scholars who view “utopia” as a practical tool for creating *social* change, this course begins with the idea that bringing utopian thinking into our *educational* change efforts can also be useful. This course uses two overlapping ideas – ‘*edutopia*’ and ‘*utopian pedagogy*’ – to invite participants into a process of critically analyzing, envisioning, and practicing radical pedagogies and projects within a broad framework of *social justice*.

Utilizing a “deschooling” framework, this quarter we’ll zoom in on community and social movement projects, organizations, institutions, and other political formations to examine how educators and learners are working outside K-12 schools and universities to enact education for transformative change. As we explore, we’ll draw on diverse intellectual and political (e.g., critical, postcolonial, indigenous, feminist, anarchist, autonomist) traditions and pedagogical traditions (e.g., democratic & queer, popular education, DIY education, unschooling, freeschooling, deschooling, alter-globalization & indigenous pedagogies) as we identify our own and others’ aspirations for transformative educational change.

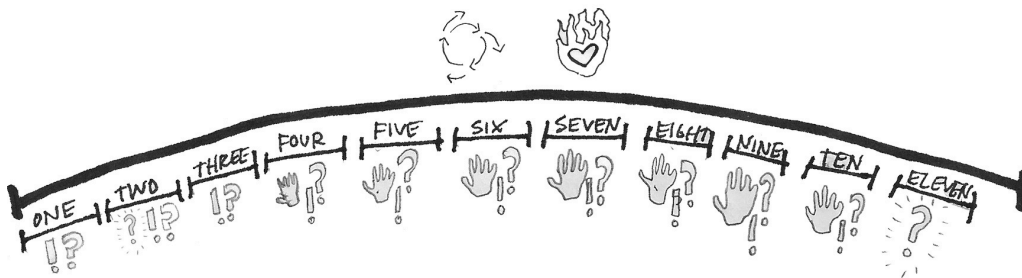


The overarching aims of this course are to equip us with *concepts* to complicate thinking about educational problems; to enhance our *creative capacities* for envisioning transformative educational and social change; to identify and develop specific *skills* and *knowledge* for desired educational and social interventions; and to maintain *curiosity* about what might happen when members of a learning community complicate our roles and collaboratively and reflectively experiment with a variety of diverse ‘edutopian’ ideas, practices, and relationships in the context of a CHID course.

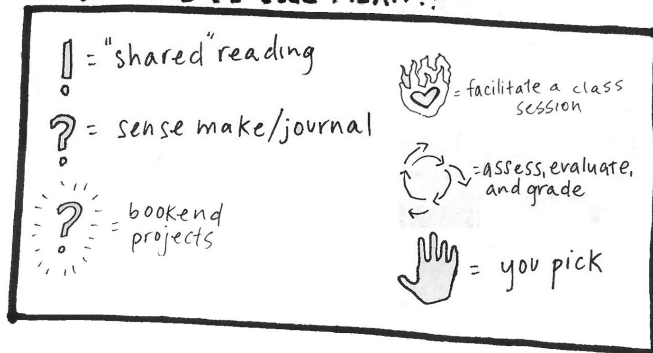
She’s on the horizon...I go two steps, she moves two steps away. I walk ten steps and the horizon runs ten steps ahead. No matter how much I walk, I’ll never reach her. What good is utopia? That’s what: it’s good for walking.

Eduardo Galeano (quoted in Duncombe, 2007)

A VISUAL MAP OF OUR QUARTER TOGETHER



WHAT DOES IT ALL MEAN?!



Weekly Learning Experiences

Each week, you'll be responsible for engaging in a range of learning activities. Some responsibilities will be held by individuals, other responsibilities will be held by groups. Check out the above visuals and look for symbols as you read on! Each week you can expect to...

Actively prepare and engage in class. There's no back seat in this course! We'll need everyone to be active in your learning and to play a role in facilitating the growth of others. You will be responsible for preparing to share your ideas during every class session and for engaging in a range of creative learning methods in class. Only you will know your limits, but expect to be uncomfortable some of the time. When you notice yourself feeling uncomfortable, ask what that's about. Are you on your growing edge? What kind of support do you need to stay there?

Read shared materials. Readings with the arrowhead symbol like the one below will be read by all class participants (**arrowhead** is not on website, always consult your physical syllabuzine first!). For the first 3 weeks, both Tuesday's and Thursday's materials are all shared. For weeks 4-10, Thursday's we switch to "you pick" options (see below). You're responsible for reading closely and taking notes **before** the class for which the reading is listed. Plan to spend about **4 hours** each week reading course materials.

➤ Bell et al., "Knowing

Make sense. Please plan to spend **at least 2 hours each week** actively sense-making. Get yourself a "Journal" in which to organize and synthesize your evolving ideas. It should be able to hold your weekly "sense making," as well as being a space for you to record thoughts during class. Bring it to class every session. These will be **semi-public** documents, always shared with weekly facilitation teams and peer facilitators, sometimes shared with your pod and others.

For **weeks 1-3**, please consult specific "Journal" prompts at the bottom of the week's page in this syllabuzine. You will have journals for both **Tuesdays and Thursdays**.

For **weeks 4-10**, there are three "Journal" tasks to do **before every Tuesday session**:

1. **Write a summary sentence for every text/source** – these sentences should encapsulate what you see as an author's main point *and* their method.
2. **Identify a significant tension you see between at least two of the week's texts** – in *one full single spaced page*, identify and describe a key tension related to the week's conceptual theme; illustrate this tension with quotes from shared materials.
3. **Creative engagement response** – using the tension you identified as a springboard, create something that reflects and illustrates your own current thinking about the tension. (Possibilities are endless: academic-style essay, poetry, mix-CD, found poem, spoken word piece, song, collage, map, drawing, mind map, video, screenplay...your ideas?)



You Pick! In addition to weekly texts and other resources that we will all examine, **beginning week 4 and going through week 10**, before Thursday each week you'll find a film, text, organization, or other resource to explore your own curiosities). It should be a substantial experience (at least 60 minutes long). Ideally, you will share your experience with someone in your pod or with someone in your life outside the class and have a discussion about the experience. Plan to spend **at least an hour** each week and make sure to include a **summary sentence** in your course "Journal."

ACCESS, ACCOMMODATIONS, SUPPORT

Your experience in this class is important to us, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you anticipate or experience barriers based on disability, you are welcome to meet with Tamara to discuss options - we may need to partner with Disability Resources for Students (DRS). If you have already established accommodations with DRS, please provide us with your letter of accommodation when we meet to inform and guide our discussion of options.



Campus Resources

Disability Resources for Students

<http://www.uw.edu/students/drs>

206-543-8924 V 206-543-8925 TDD

uwdss@uw.edu

DRS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you, your instructor(s) and, as needed, DRS. If you have, or think you have a temporary or permanent disability that requires accommodations (this can include mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS.

Odegaard Writing and Research Center

<http://depts.washington.edu/owrc/>

The OWRC exists to empower writers and foster a supportive learning community on the University of Washington Seattle campus by collaborating with students, staff, and faculty on all kinds of writing and research. It's open to all members of the UW community and features exceptional tutors and convenient hours. Go to the website above to sign-up for an appointment today!

Office of Minority Affairs and Diversity

<http://www.washington.edu/omad/>

Find OMA/D Counseling Services programs in the Center for Undergraduate Advising, Diversity, and Student Success in Mary Gates Hall 141.

Office of Minority Affairs and Diversity Instructional Center

<http://depts.washington.edu/ic/content/index.php?style=graphics>

The academic arm of the Office of Minority Affairs and Diversity (OMA/D), the Instructional Center (IC), serves any students that are affiliates of the OMA/D. Our commitment is to assist students in getting the academic assistance they need in a positive and efficient manner. Students not affiliated with OMA/D may visit the front desk of the Instructional Center to inquire about the availability of services.

International Student Services

<http://iss.washington.edu/>

Schmitz 459

(206) 221-7857; Fax (206) 543-9772

uwiss@uw.edu

International Student Services provides support to UW international students so that they may reach their educational goals. A professionally trained advising staff helps students understand benefits and restrictions of F-1 and J-1 visa status, as well as changing to those statuses by providing knowledgeable and empathetic advice to F-1 and J-1 students. ISS is accessible by phone, email, live chat, or in person, year round including quarter breaks, except for weekends and major holidays observed by the UW. On the website above, find general regulatory information, procedures, forms, and contact information.

Q Center

<http://depts.washington.edu/qcenter/wordpress/>

HUB Room 315

206-897-1430, 206-221-2863 (fax)

uwqcenter@gmail.com

The Q Center facilitates and enhances a brave, affirming, liberatory, and celebratory environment for students, faculty, staff, and alumni of all sexual and gender orientation, identities, and expressions. It is a fierce primarily student run resource center dedicated to serving anyone with a gender or sexuality: UW students, staff, faculty, alum, and community members. We host and support student groups, put on regular programming events, house a lending library, and amplify student voices on our Student Blog. Explore our website for more about us or stop by the HUB.

UW Women's Center

<http://depts.washington.edu/womenctr/>

The University of Washington Women's Center is a vital place where women and men partner to build a culture of gender equity campus-wide, locally and globally. We provide educational programs, individualized services, skills training, research and community outreach.

UW Counseling Center

<http://www.washington.edu/counseling/>

The Counseling Center is staffed by psychologists and mental health counselors who provide developmentally-based counseling, assessment, and crisis intervention services to currently-enrolled UW students. To schedule an initial appointment, please call the Counseling Center (206) 543-1240 or stop by the Center at 401 Schmitz Hall.



**Other resources you want to share?*

WHAT ELSE CAN I EXPECT?

Much of our work together will be evolving, but you can expect some things to be consistent throughout our time together.

As a participant, you are expected to:

1. Attend all class sessions (email the whole group if absent & ask your pod-mates to give you a report on class and any important info you may have missed).
2. Complete all of the assigned course readings. Bring hard copies of readings to class each meeting.
3. Complete and bring weekly assignments & bookends to class on time.
4. Participate in all class activities and discussions, stretching yourself to stay on your learning edge.
5. Collaborate to shape a healthy learning environment.
6. Share relevant insights, information, and experiences.
7. Engage generously, reflectively, and actively with opinions, ideas, and contributions of others.

You can expect:

1. To be treated by Tamara, Sabah, and Addyson as an intelligent, thoughtful member of a participatory learning community.
2. To receive timely responses from facilitators on your work.
3. To be nudged onto your learning edge regularly.
4. Not to agree with all course materials, participants, or facilitators.
5. For our classroom dynamics to be considered shared course material, open for group discussion.
6. For facilitators to encourage risk taking and mistakes.
7. For facilitators to take risks and make mistakes.
8. That facilitators will challenge racism, sexism, classism, homo/transphobia, ablism, ageism, & all forms of oppressive aggression.
9. That facilitators will sometimes unintentionally enact these forms of aggression and will be consistently on the lookout for ways to notice when this happens, change behaviors, and minimize harm.

**What course agreements are important to you?*

COURSE AGREEMENTS

We'll collaborate to make a range of agreements during our first two weeks together. Here are a few that are essential to Tamara and that we want to say upfront.

Preparation.

We'll decide more specifically what this means together, but at a minimum you need to come to class having completed all readings, taken notes, watched films, checked out websites, journaled, or otherwise prepared for class based on the plan laid out in the syllabus. You are responsible for bringing printed copies of each day's reading to class with you.

Computers and Phones in Class

Please plan to turn your phone's sound off and put computers and phones away before coming into class each session. Although there may be times when we use computers to support our shared experiences, because our focus will be on participatory learning and we will rely on each other to build knowledge together, our face-to-face time is precious. If you know you need a computer to support your learning, let's talk about it & make a plan.

Academic Honesty

We ALL build our ideas in relation to the ideas of others. In this course, we'll be exploring ideas from books, articles, the web, films, music, various arts, ideas of guest speakers, and a whole range of other sources. Plagiarism ("academic dishonesty") includes copying sentences or paragraphs from the web, books, articles, or other sources and using them without proper citations, representing someone else's words and work as your own, and other forms of academic dishonesty. It's awful to deal with for everyone involved and may result in loss of credit for assignments or for the course (check your student handbook for information about the university's policy on this issue). Please do not do it. If you're having difficulty with any aspect of the course, please get in touch with Tamara, Sabah, or Addyson – we will be more than happy to help you and/or help you identify campus resources that you can draw on.

WEEKLY THEMES & READING SCHEDULE

Each of us will bring different questions and interests to this course, no doubt about it. So, we've made a strong effort to include a variety of types of reading for each week. We've tried to include historical, theoretical, case studies, and hands on materials, and we'll be drawing on our own stories as course texts, as well. We agree with Maurianne Adams, whose work we'll read in week 3, that radical pedagogies emerge in important ways from activist movements, so we've done our best to make space each week to draw direct ties to the many movements that shape radical pedagogies today.

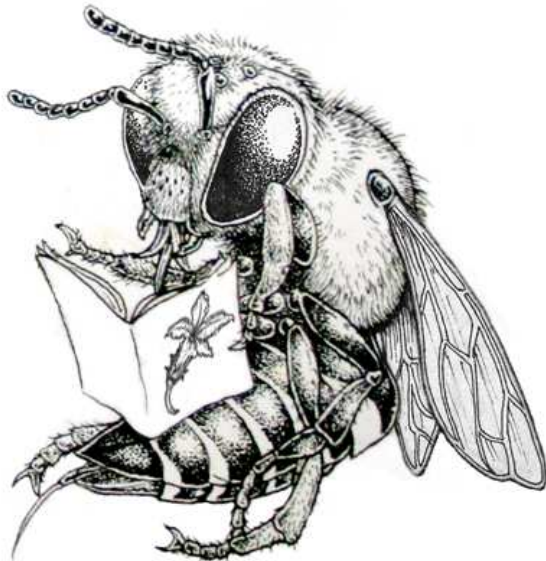
Weekly Schedule and Readings

Readings are listed for the day we'll be discussing them. In other words, you are responsible for completing readings **before** the class session for which readings are listed. All shared readings can be found in our two course texts:

**Syllabus

**Course Reader

The reader for the course is available at the Ave Copy Center. You are responsible for purchasing the reader or otherwise obtaining **printed topics of all readings so that you can have them available in class**. We encourage you to write lots of notes in margins, make your reading a dialogue in whatever way works for you!



PART 1: BUILDING A TOOLBOX

This section of the course will help us begin to build a few of the resources we'll need for our learning journey - a sense of who we are, where we've been, and where we hope to go; curiosity, courage, and other emotional tools; skills that will help us build together creatively; and a range of conceptual tools. Of course, we'll continue working to strengthen these throughout the quarter.

Week 1: Storytell

From drawing on our own life-stories to build collective strategies for change to using story as a tool to disrupt dominant narratives via shifts in messaging and framing, storytelling has always played an important role justice movements. What can different storytelling practices do for justice-focused pedagogies?

▮ Thurs 9/25: Where we've been, where we are, where we're goin'

- Bell et al., "Knowing Ourselves as Social Justice Educators" in *Teaching for Diversity and Social Justice*
- Iseke & BMJK, "Learning life lessons from indigenous storytelling with Tom McCallum" (selections) in *Indigenous Philosophies and Critical Pedagogies*
- Canning & Reinsborough "Think Narratively" in *Beautiful Trouble*

Organizations

Beehive Design Collective – <http://beehivecollective.org>
Storytelling and Organizing Project (STOP):
<http://www.stopviolenceeveryday.org/stop-2/>
Highlander: <http://highlandercenter.org/>
Beautiful Trouble: beautifultrouble.org

*In-class Journal: Six word memoirs: Learning journey, UW education, community, utopia, deschooling, social justice.

"The truth about stories is, that's all we are" – Thomas King

Week 2: Intend

Our first few weeks will help us set individual and collective intentions and introduce resources we'll need for our journey. What role might intention, active facilitation, and courage play as traveling companions in our collective efforts? What other resources will help us create a learning community of joy and meaning, and in which we view conflict as a source of powerful growth instead of something to avoid?

Tuesday 9/30: Building Intentions, Gathering Skills

- Griffin & Ouellett, "Facilitating Social Justice Education Courses" (selections) in *Teaching for Diversity and Social Justice*
- Hunter, "How Ground Rules Can Hurt Us" (Training for Change)
- "Group Norms and Guidelines" in *Teaching for Diversity and Social Justice*
- AORTA Collective, "Community Agreements" in NW Tour Resource 'Zine

Thursday 10/2: Working with Conflict

- Smith, Selection, *Killers of the Dream*
- Freire, "Don't let the fear of what is difficult paralyze you" in *Letters to Those Who Dare Teach*

Organizations

Training for Change: <http://www.trainingforchange.org>

Consensus Network: <http://www.consensus.net/>

AORTA Collective: <http://www.aortacollective.org>

***Journal (Tuesday):** Find a partner to interview over the weekend. Before meeting, choose 3 objects that help you tell the story of your educational past, present, and imagined future. Interview each other, making sure to take notes. Journal about the experience. How does your story connect with the person you interviewed? Bring objects to class on Tuesday.

***Journal (Thursday):** What traveling companions will you bring on your learning journey this quarter to help you stretch and grow this quarter? Which will you offer our community? Which will be new for you?

***Front Bookend (Thursday):** Drawing lessons from your educational journey, create a design of your own edutopia or utopian pedagogy.

"Social justice education is not simply new content but also often a radical change in process as well, one that requires us to expand beyond traditional models of teaching."

—Lee Ann Bell, et al.

Week 3: Skill-Build

CHID was founded on the proposition that ideas have real significance for our on-the-ground lives. They matter. As in all CHID courses, some of our traveling companions will be ideas! This course is organized to introduce new key concepts each week via weekly themes, but there are a few concepts that we'll emphasize all quarter: utopia, social justice, deschooling, and pedagogy. Why bring these ideas together in a course like this? How could this kind of exploration benefit the work of activists and educators in formal and informal settings?

Tuesday 10/7: Utopia

- Cote, Day, de Peuter, Greig, "Utopian Pedagogy: Creating Radical Alternatives in the Neoliberal Age"
- Webb, "Where's the vision? The concept of utopia in contemporary educational theory"
- Meza-Wilson section in "School, Education, and Learning," *Stay Solid*
- Watch Astra Taylor on "The Unschooled Life"
<http://www.youtube.com/watch?v=LwIyy1Fi-4Q>

Thursday 10/9: Social Justice Education ***Guest: Bill Aal**

- Burke, et al. "Working on our Feet: The Practice of Democratic Facilitation" in *Educating for a Change*

Organizations

Education for Liberation Network - <http://www.edliberation.org/>

Catalyst Centre: <http://www.catalystcentre.ca/>

Trapeze Collective: <http://www.trapeze.org/>

Build the Wheel - <http://www.buildthewheel.org/>

***Journal (Thursday):** Have a conversation about the course with someone in your life who is not part of our class. Do your best to explain concepts that might be unfamiliar in language the other person will understand. Ask the person what we could produce at the end that might be useful to them. Journal about these conversations.

"It is a terrible error, and a failure of solidarity, to assume that racism, sexism, and homophobia will somehow magically disappear from alternative spaces simply because they are 'alternative.' Indeed, the struggle against domination in all of its myriad forms must be relentless and central to any utopian pedagogy worthy of the name." —Cote, Day, and de Peuter

PART 2: EXPERIMENTS IN ACTION

In this section of the course, we'll explore many experiments in radical pedagogies taking place in classrooms, communities, and social movements. Some use the heuristic "within, against, and beyond" to describe three approaches to social or educational change. In the first case, "pockets of hope" are created *within* existing institutions; in the second case, efforts are made to interrupt the workings of harmful dominant systems and institutions as people seeking change fight *against* injustices; and in the third case, alternatives are created outside – *beyond* - existing systems. Our efforts this quarter will emphasize the third approach, with some attention to the other two. Keeping this heuristic in mind – and identifying your own interests and ideas about social change strategies – may help guide your choice-making throughout the quarter as you seek out videos, audio, and organizations to check out.

Our exploration of the movements that inform pedagogies today will take us from the Black Freedom Movement in the US South to the struggles for dignity of poor people in Brazil and Peru, from the Surrealists to the Situationists, from environmental justice activists to movements for indigenous sovereignty to feminist, socialist, anarchist movements around the world. And, although all the resources in the course can be considered "radical" in some sense, there are important differences at work - keep an eye out you and note them as go!



Week 4: Self-Determine

Collective self-determination is a means and end of many democratic movements and education traditions. What's the spectrum of self-determination you see in this week's readings? What's the relationship between self-determining education & creating a more deeply democratic society?

Tuesday 10/14

- Ransby, 'Mentoring a New Generation' Ch. 8 *Ella Baker and the Black Freedom Movement*
- Horton, "Workshops" and "Islands of Decency" *The Long Haul*
- Dixon & Berger, "Navigating the Crisis: Study Group Roundtable"
- Milstein and Ruin, "Borrowing from the Library," *Paths Toward Utopia*

Thursday 10/16

*Guest Yecelica Jaime Valdivia

- You Pick option

Films

Adventures of a Radical Hillbilly (1982)

You Got to Move (1985)

Myles Horton, Paulo Freire, and Friends Gather at Highlander (1998)

Walkout (2006)

In Pursuit of Social Justice (2007) <http://www.uwtrv.org/video/player.aspx?dwrid=9682>

Organizations

Seattle Young People's Project: <http://www.sypp.org>

Highlander: <http://highlandercenter.org/about-us/>

Asian & Pac. Isl. Freedom School: <http://apifs.wordpress.com/author/apifs/>

Tyree Scott Freedom School: <https://afsc.org/category/topic/tyree-scott-freedom-school>

Clearwater School: <http://www.clearwaterschool.com/sudschools.php>

Innercity Struggle: <http://www.InnerCityStruggle.org>

Readings

- Ransby, "A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist" in *Ella Baker & the Black Freedom Movement*
- Horton & Freire, "Educational Practices" in *We Make the Road...*
- Shor, *When Students Have Power: Negotiating Authority in a Critical Pedagogy* (Ch.2)

***Journal Tuesday:** summary sentences, critical engagement with tensions, creative response.

"Popular education should give people experiences in making decisions." – Myles Horton

Week 5: Play

Drawing on legacies from Surrealism to the Situationists, today's radical activists use creative pedagogies to unveil dominant discourses and shed light on taken-for-granted assumptions about how things should be - poking fun and sometimes suggesting alternatives in the process. From political satire to the culture jamming of the Yes Men to feminist improve, creative play continues to be an essential tool of movements for radical change and a vehicle for both formal and informal pedagogies.



Tuesday 10/21

- Parenti, "Playing Attention to Language"
- Boyd and Mitchell, Intro *Beautiful Trouble*
- Rude Mechanical Orchestra, "RMO 'Zine" & Watch <http://rudemechanicalorchestra.org/>
- Malitz, "Detournment/Culture Jamming" on *Beautiful Trouble* website (see below)



Thursday 10/23

- You Pick option

Films or Audio

The Yes Men Fix the World (2009)
Healthcare in All the Wrong Places (2013)
Couple in the Cage (1993)
Sonic Outlaws (1995) <http://archive.org/details/dom-25571-sonicoutlaws>

Organizations

School for Designing a Society: <http://www.designingasociety.org/>
Creative Tools for Critical Times - http://ct4ct.com/Culture_Jamming
Dream - <http://www.dreampolitik.com/>
Clandest. Insurgent Rebel Clown Army: <http://www.clownarmy.org/>
Adbusters: <http://www.adbusters.org/>

Readings

- Scott, "Foundational Ideas of the School for Designing a Society"
- Kelley, "Keeping it (Sur)Real"
- Darts, "Visual Culture Jam"
- Rude Mechanical Orchestra, "RMO 'Zine"

**Journal Tuesday: summary sentences, critical engagement with tensions, creative response.*

"What does acting like a chicken have to do with learning to be a trainer?" people grumble. 'Role plays aren't the same as real life!' they cry. 'Can't we just sit down and talk about it? We don't have time for this. We need to get back to work.'" –Hannah Strange

Week 6: Prefigure

Prefiguration or prefigurative politics describes social movements, organizations, and strategies that seek to transform systems in part by putting dreams of change into action in the here and now. As a radical pedagogy, this approach elaborates on the democratic impulse from week 4 & insights about body from weeks 5 & 6, assuming that developing subjectivities that strive toward justice requires actually living and struggling for change every day. The experiments we'll explore this week transform the idea of "being the change you wish to see in the world" from an individual to a collective one focused on systemic change.



Tuesday 10/28

- Find Boyd, "Prefigurative Intervention," on *Beautiful Trouble* website
- Andrew Cornell, Selections, *Oppose and Propose: Lessons from Movement for a New Society*
- Bufe and Neutopia, "Design your own Utopia"
- Skim "False Statements" pages of SDaS *City Imaginings* 'zine (around p. 13)



Thursday 10/30

***Guest: Chris Dixon**

- You Pick option

Films

Shift Change (2012)
Homage to Catalonia II: <http://permaculture.tv/homage-to-catalonia-ii/>
Zapatista (1999)
Within Reach (2012)

Organizations

National Students of Cooperation: <http://www.nasco.coop/>
Communities: <http://www.ic.org>
US Social Forum 2012: <http://www.ussf2010.org/>
Incite! Women of Color Against Violence: <http://www.incite-national.org/>

**Journal Tuesday: summary sentences, critical engagement with tensions, creative response.*

"...radical movements like the Zapatistas are spaces of prefiguration and possibility, living processes of resistance and alternative-building that are vital to the elaboration of ways of envisioning and enacting radical and even revolutionary social transformation." –Alex Khasnabish

Week 7: Embody

Because injustices don't only take the form of harmful ideas, meaningful change requires not only changing minds, ideas, and ways of thinking, but by changing our actual embodied practices. In addition, building on last week's insights, self-determination requires not only *thinking we can do*, but actually *doing*. Radical educators take up this idea in lots of ways. Pedagogies that involve performing arts especially view our bodies as essential tools for radical pedagogy. What does this look like in action? In the pursuit of justice, how & why do bodies matter?

Tuesday 11/4

- Boal, "Theater of the Oppressed in Peru"
- Seham, "Play Fair: Feminist Tools for Teaching Improv" in *Radical Acts*
- Watch Taylor and Butler walk around San Francisco, from Astra Taylor's *Examined Life* <http://www.youtube.com/watch?v=k0HZaPkF6qE>



Thursday 11/6

***Guest: Theresa Ronquillo**

- You Pick option

Films

How to Survive a Plague
Judith Butler talks about gender (check website for ideas)

Organizations & Websites

Leaving Evidence blog of Mia Mingus <http://leavingevidence.wordpress.com>
Mandala Center for Change: <http://www.mandalaforchange.com/aboutus.htm>
Gas & Electric Arts
http://www.gasandelectricarts.org/Gas_%26_Electric_Arts/HOME.html
Theater of the Oppressed Intl -
<http://www.theatreoftheoppressed.org/en/index.php?useFlash=0>

Readings

- Tinsley et al., "So much to remind us we are dancing on other people's blood"
- Bogad, "Electoral Guerilla Theater" in *Beautiful Trouble*
- Saxon, "Forum Theater" at *Beautiful Trouble* website:
<http://beautifultrouble.org/tactic/forum-theater/>

***Journal Tuesday:** summary sentences, critical engagement with tensions, creative response.

"Perhaps the theater is not revolutionary in itself; but have no doubts, it is a rehearsal of revolution!" –Augusto Boal

Week 8: Interconnect

A range of ecological, indigenous, and feminist movements are grounded in understandings that human experience today is part of a stream that connects past with future, a sense of place that links local with global and universal, a sense of self that sees all human and other life as connected. Radical pedagogies grounded in these insights in part seek to foster a sense of interconnection that can guide social change and day-to-day actions. How do different activist education approaches seek to foster a sense that we're all part of a "Big Here and a Long Now"? Why does a sense of interconnection matter for radical pedagogies?

Tuesday 11/11: NO CLASS

- Cajete, "Indigenous Knowledges: The Pueblo Metaphor..." in *Reclaiming Indigenous Voice and Vision*
- Beehive Collective "True Cost of Coal"
- "Why Somatics for Social Justice?"
- Visit the Long Now Foundation and explore the 10,000 year clock project: <http://www.longnow.org/clock/>



Thursday 11/13

***Guest: Briana Herman-Brand**

- You Pick option

Films

Mindwalk (1990)

Organizations

Beehive Collective: <http://beehivecollective.org>
Generation Five: <http://www.generationfive.org>

Readings

- Macy, et al, "Guidelines for a Council of All Beings Workshop," "Our Life as Gaia," and "Evolutionary Remembering in *Thinking Like a Mountain*"
- hooks, "Spirituality in the Classroom" in *Teaching Community*
- Selections from *Sri Aurobindo and the Mother on Education*

***Journal Tuesday:** summary sentences, critical engagement with tensions, creative response.

"I wrote in my notebook that December, 'More and more I find I want to be living in a Big Here and a Long Now.'" –Brian Eno

Week 9: Free

Freedom is a central theme and fundamental goal of many radical movements for justice, but is conceptualized in a whole range of ways. This week, we explore ideas from advocates of anarchist, deschooling, and unschooling practices to see what contributions they offer.



Tuesday 11/18

*Guest: TBA

- Suissa, “Anarchism goes to school,” *Anarchism and Education*
- “Learning Everywhere” section of SDaS *City Imaginings* 'zine
- Hern, “Getting Busy” in *Everywhere All the Time*
- Read one interview from: *Class War University*: <http://classwaru.org/>



Thursday 11/20: NO CLASS

- You Pick option

Films & Audio

Living Utopia (1997) watch online: <http://vimeo.com/17879997> or http://www.youtube.com/watch?v=jPl_Y3Qdb7Y

Free to Learn (2006)

I Want to Do This All Day: <http://dothisallday.org/>

Organizations & Websites

Purple Thistle Center: <http://www.purplethistle.ca/>

Seattle Free Universe-ity: <http://freeuniverseity.wordpress.com/>

Freeskool Wiki: <http://freeskoolsproject.wikispaces.com/>

Classwar University: <http://classwaru.org/>

Readings

- Illich, selections from *Deschooling Society*
- Hern, “Getting Busy” in *Everywhere All the Time*
- Willis, Heckert, & Shannon, “Loving-Teaching: Notes for Queering Anarchist Pedagogies”
- Haworth, “Introduction” in *Anarchist Pedagogies*
- McKellar, “The Purple Thistle Center” in *Everywhere All the Time*

***Journal Tuesday:** *summary sentences, critical engagement with tensions, creative response.*

“... Ferrer saw his school as an embryo of the future, anarchist society; as proof that, even within the authoritarian society surrounding it, an alternative was possible.” –Judith Suissa

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Week 10: Decolonize

There are streams of ideas about teaching and learning, education and pedagogy that start from the premise that education, at least in the US, has always been fundamentally tied to the interests of a colonial project. Readings and experiences this week aim to help us explore ways learning might be approached as part of a project of decolonization. What might learning for decolonization look like?



Tuesday 11/25

- Grande, Preface and Chapter 1, *Red Pedagogy*
- Stuchul, Esteva, & Prakash “From a Pedagogy of Liberation to a Liberation from Pedagogy” in *Everywhere All the Time: A New Deschooling Reader*
- Tejeda and Espinoza, “Toward a Decolonizing Pedagogy”



Thursday 11/27

* Guest: Bo (John McClung)

- You Pick option

Films

Alcatraz is not an Island (2001)

Kanehsatake: 270 Years of Resistance (1993)

Organizations

Táala Hoogan Infoshop <http://www.taalahoogan.org/about/>

Readings

- Barnhardt & Kawagley, “Indigenous Knowledge Systems, Alaska...”
- Gross, “Some Elements of American Indian Pedagogy” (Anishinaabe)
- Williams and Tanaka, “Schalay’nung Sxwey’ga...cross-cultural pedagogy...”

***Journal Tuesday:** *summary sentences, critical engagement with tensions, creative response.*

“Decolonization brings about the repatriation of Indigenous land and life; it is not a metaphor for other things we want to do to improve our societies and schools.” – Eve Tuck and K. Wayne Yang

“The educators have educated the world in the fallacy that education is as old as the hills. But it is exclusively modern: it was born with capitalism and for the same purpose. We colonize the past if we consider education as an equivalent to other past or present practices and institutions to learn or study.” –Gustavo Esteva

PART 3: SHARING VISIONS

We'll utilize the final two weeks of class to creatively synthesize our individual and collective learning.

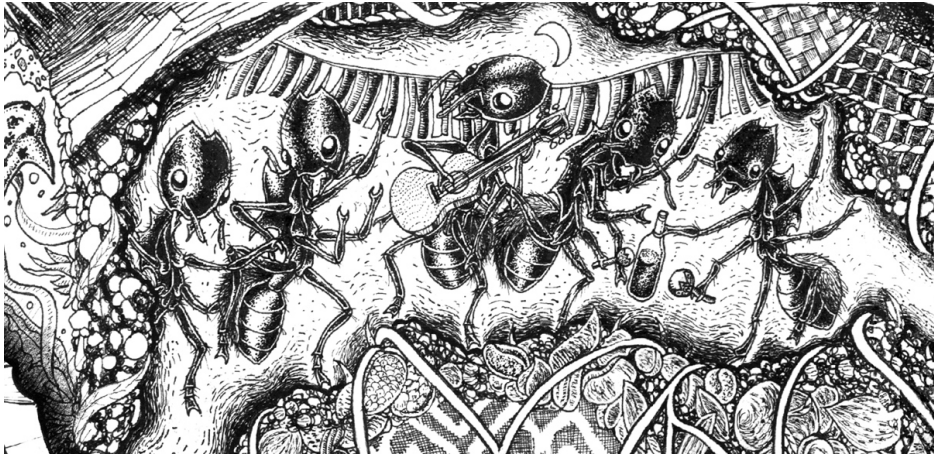
Week 11: Designing Bookends

This week, we'll redesign the course for the next group to be involved and workshop evolving bookends.

Week 12: Potluck and Share!

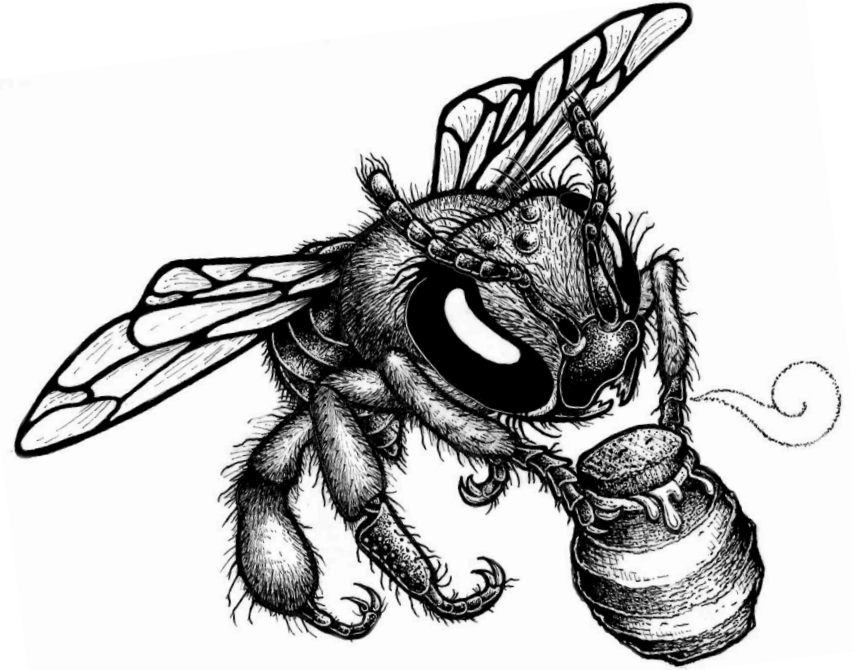
Final Session: Friday, December 12

We'll celebrate our work together and whatever we have produced as a final project. Because we're operating in a bureaucratic educational institution, regardless of how we decide to approach our own evaluation of our experience together, we'll need to save 15 minutes for formal course evaluations!



***Please understand that this syllabus is a living document and may be modified over the course of our work together with reasonable notice.*

Most of the artwork in this syllabuszzzzzzine was created by members of the Beehive Design Collective. Check out campaigns, educational tools, and art at www.beehivedesigncollective.org!



**Andrea Marcos worked hard on the 2012 version of this syllabuszzzzine!*