

# PEDAGOGIC STRATEGIES

**Why** would you be interested in someone else's struggle?

in a classroom

generations  
transgenerational +  
transnationally

moving forward

values: mutual respect  
recognition of shared humanity  
anti-racist, sexist, classist

MILITARISM

GOODEST CONSCIOUSNESS

N-S  
S-S  
Solidarity

What kind of society?  
FREE FROM VIOLENCE

1. lived experience - reflect

2. on periphery - what are commonality - stories

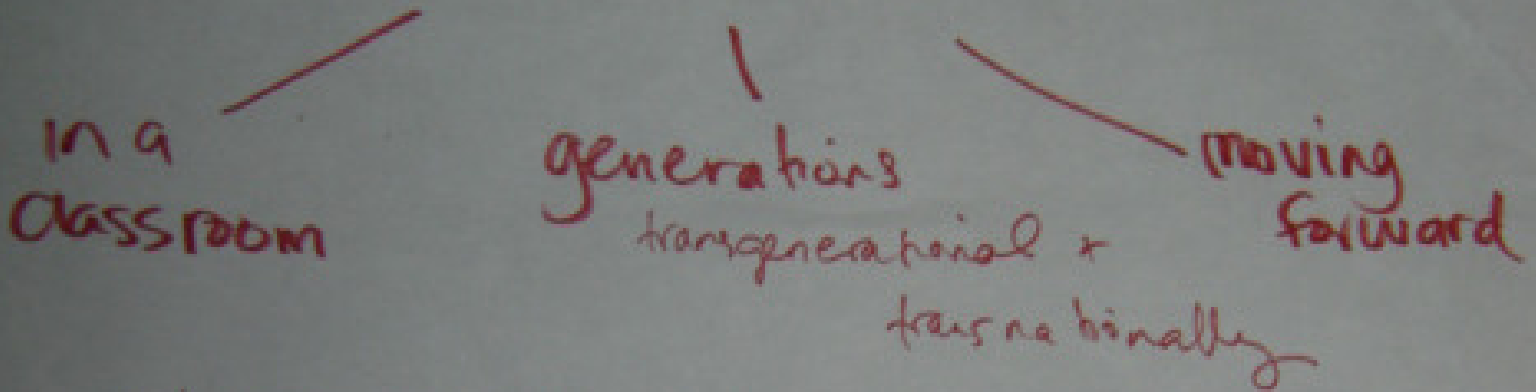
3. taking all this into theory

activist approach to teaching -  
based on location

biographies  
as legitimate

# PEDAGOGIC STRATEGIES

Why would you be interested in someone else's struggle?



VALUES: mutual respect  
recognition of shared humanity  
anti-racist, sexist, classist

## MILITARISM

~~CONSCIOUS~~  
CONSCIOUSNESS

N-S  
S-S Solidarity

→ What kind of society?  
FREE FROM VIOLENCE

1. lived experience — reflect
  2. on pedagogy — what are commonality — stories
  3. taking as this into theory
- Activist approach to teaching — based on location
- biographies as legitimate

MEDIA — METHADODOLOGY

TRANSPARENCY

PROVIDING TRUTHS

Who creates knowledge

what else has to be in

SOLIDARITY → new information

black peoples in latin America + african-americans

MULTI-CULTURAL

Democratization: shift GENDER PERSPECTIVE

Alternative epistemology

subjectivity vs objectivity

Attention to MIND

PERSPECTIVE EXPLICIT

HEART

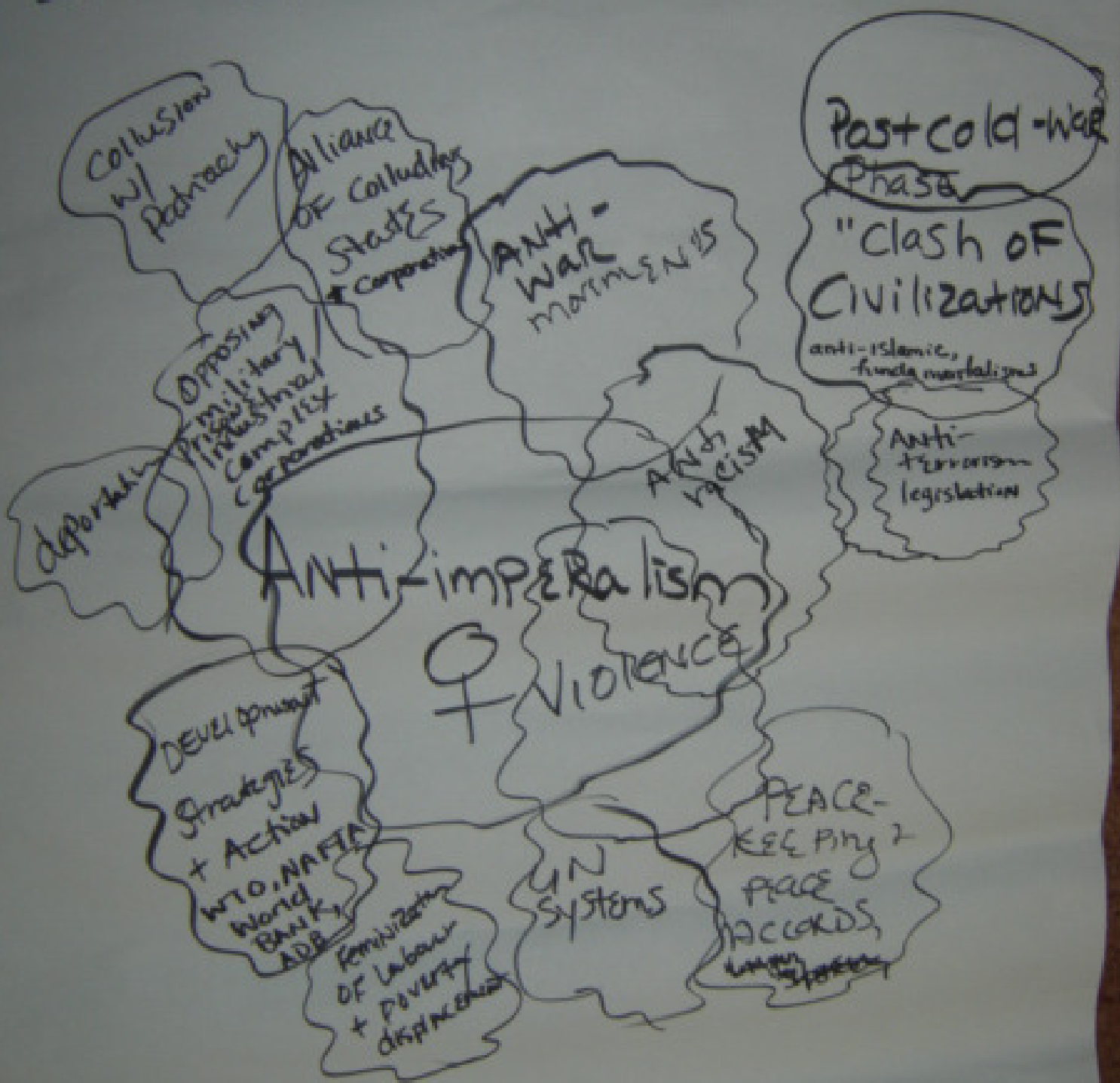
violence against women ↔ national struggle

HANDS

Resistance: Challenges & Overcoming  
value frameworks, self-d → 0

- Communities under attack for resources
- Gentrification / "development"
- Commercialization.
- discourse of "community" when turned against us
- linkages: military
- \* accountability [for feminists.]
- [ ethnic division / crisis / fear
- bottom up / top down
- ideology vs. resistance and practice
- Strategic.

Q: What is the Question upon <sup>which</sup> we build Solidarities?







# The Right to Peace, Reconciliation and Self-Determination

To fight ~~FOR~~ ~~FOR~~ ~~FOR~~ ~~FOR~~  
~~FOR~~ reeducating the U.S.  
population - particularly Blacks & Latinos -  
to resist joining military campaigns.

To ask: What is genuine security?  
What values - radical vision - support (5) this!

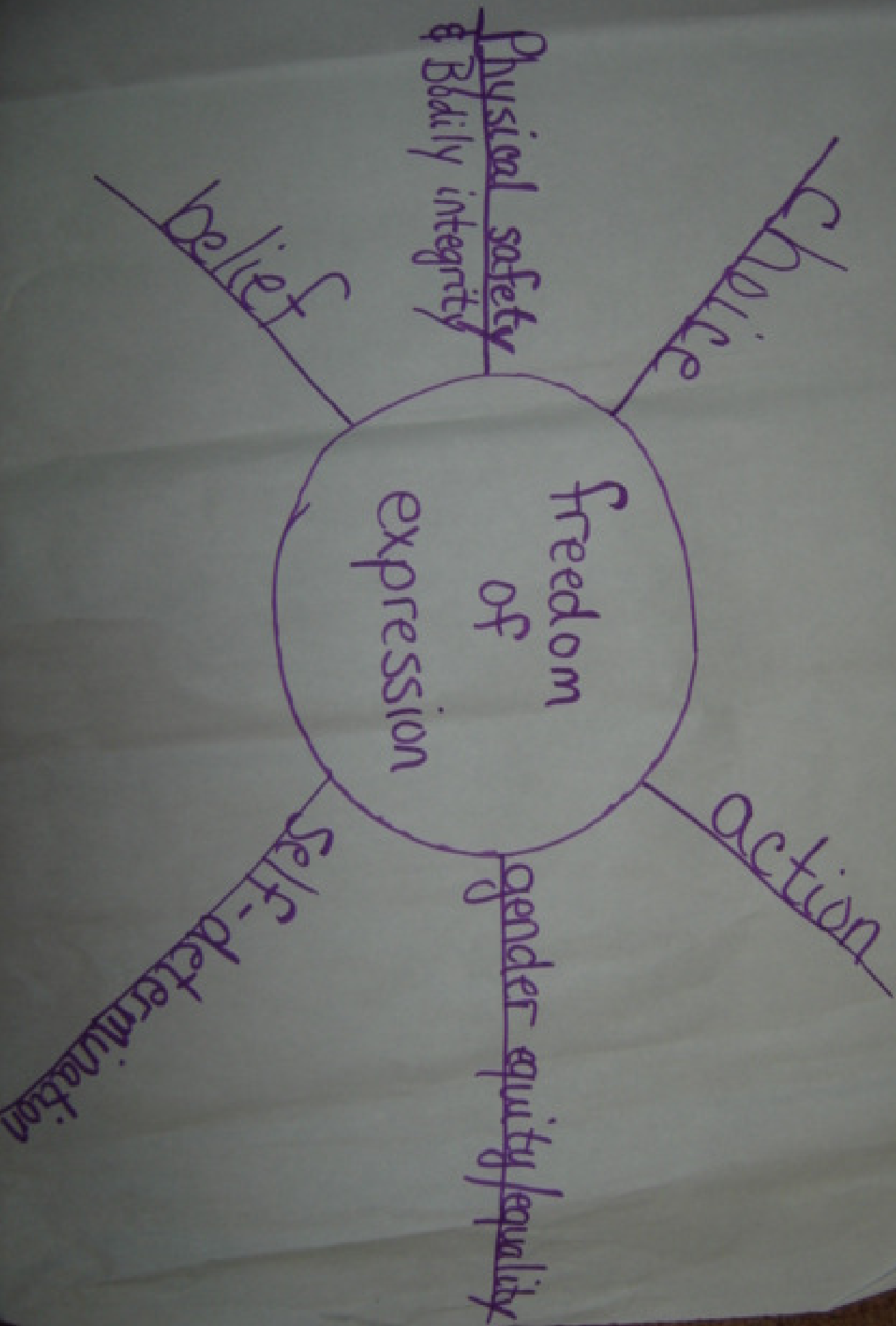
More networks - continental and  
international, <sup>on</sup> implications of 'democratization'.  
Confronting ~~of~~ labour rights in the face of  
tourism/militarism industries.

Confronting mainstream human rights activists  
who support military intervention.

Redefining terms. Changing values.

Providing alternative goals... education.

Fundamentalisms, Culture, Religion,  
& Culture





# Gender Equity and Equality

Access to  
Information,

Right to  
self-protection  
at trip  
event

Safe  
Sexuality

Women's  
Right to  
CHOOSE

~~Conclusive~~  
Conclusive  
LAWS

Resources

Monitor  
her own  
health

Health Care Services

Women's  
Sexuality

Nutrition

Nationalism, Citizenship, Immigrants

Colluding  
w/ Patriarchy

Anti-Criminalization  
& Surveillance

BORDERLESS  
immigration (i.e., race, gender, imperialism)

Re-defining  
Universal  
HR

Undocumented  
Workers  
Citizenship

Expose  
Re-construct  
RACIST  
state

Reprimand  
Home  
WTO  
NAFTA  
MAGS

COAST GUARD

2014

Nationalism, citizenship, immigration

Colluding  
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Expose  
Reconstruct  
RACIST  
State

Reprimand  
WTO  
WAF  
MAYES

1950s  
1950s

1950s

~~settler colonialism~~  
occupation - militarization

labor unions

sexualities

sexual reproduction rights

law + custom

fundamentalisms

Islamic women's rights

→ peace + reconciliation

exposing support from North  
of fascist politics in  
South

HIV/AIDS

Trafficking + sex tourism

harassment in workplace

Creating practical idealists

Protest art to fight  
institutional racism

honor killing

rethink paradigm of progressive  
work

HIV/AIDS

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re-appropriation of feminism

intercultural  
connections

ethno-racial + cultural rights

cultural bias - econ.

conditions

~~restructuring~~ economic re-structuring

rethinking economy +

social structure

underpin it

dignity, social sec.

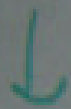
how US govt violates human rights

academy reproduces racist

ideology as

constant displacement liberalism  
of consciousness

Access to citizens



to resources poor, maternal

reproductive rights

Violence of development



of state

a tree stump

gender justice in education

Colonization of bodies,

domestic violence

immigrant rights

1957

women of color ) Intersectionality

dance — not only on stage

(<sup>economic security</sup> Working class / low-wage / in formal economy / rural)  
Working class communities

Communication

demilitarization

exploitation of low-wage rural

Violence against women

Reclaiming indigenous land

Racism

# Shreem - Sri Lanka

(Manila Women's Development)

1) Peace Reconciliation, Peace Building

Violence against ♀, war relating against women

2. civil war affecting entire pop. (esp. ♀)  
women taking on 2 roles

military recruitment / militarization  
3. State / Rebels (Tamil Tigers)

4. Women in particular (ev. first nation)  
(Papua New Guinea)

# SUMMATRY

① THE STATE IN GENERAL

- the SRI LANKAN STATE  
+ ALTRUISTIC PATTERNS  
(THAILAND)

② HIDDEN DIVISIONS OF

GENDER + CLASS, CHILD CONSCRIPTION,  
DOMESTIC/FAMILY VIOLENCE, THE ABUSE OF  
THE PEACE PROCESS FOR DEVELOPMENT ENDS

③

THE STATE, THE LTTE (LIBERATION TIGERS)  
EUROPEAN POWERS, U.S. POWERS  
(INDIRECT)

⑤

ALL THE VIOLATIONS (#2)

④

CHILD SOLDIERS, WOMEN, THAILANDS + MUSLIMS  
PROCESS OF STATE + IN HOME INTERACTING  
REACTS DOCUMENTATIONS

⑥

JUST END VIOLENCE,  
LOBBYING,  
7. THEATRE,



MOLLY

WORKING on <sup>Stories of</sup> WOMEN'S Resistance in <sup>Southern</sup> Mexico  
AMERICAN + CENTRAL AMERICA - CONCERNED by the US + PLAN for South

Part with governments, WDRD and 199 DB - Plan results in  
Land ALIENATION + massive social upheavals.  
Resistance by women is through workshops on Rights  
women's Rights - Rights & Land Labor, violence.  
Recording women's stories - Broadcast on Radio  
in Southern Mexico + the US - make your people produce results.



② Making people aware that Dance does not take place only on stage - Colonization of bodies

③ - Dance = connected 2 social + Political activism  
of immigrants

④ 1st gen. Romantic Nostalgia? <sup>of immigrants</sup>  
may be 2 politics/culture that they  
that they & n separate culture vs. politics

⑤ Nationalists/Imperialists/colonizers

⑥ Young immigrant ♀ + ?

⑦ Lack of Political awareness

⑧ Awareness

⑨ Teaching formal + informal Educ. art

⑩ Teaching formal + informal Educ. art  
using traditional art  
to raise questions  
2 create questions

1) Dismantling Rights

2) Rights of people in nation states

3) African presence in Latin America  
people of color → borderless  
understanding

# 1) Dignity

2) Awareness - <sup>of immigrants</sup>  
of immigrants

3) AMO men of color  
4) children of color  
5) children of color  
6) children of color

7) Power  
8) Power  
9) Power

10) Power  
11) Power  
12) Power

② Making people aware that Dance

does not take place only on Stage - Colonization of bodies

③ - Dance = connected 2 social + Political activism!

② 1st gen. Romantic Nostalgia? of immigrants  
not in 2 politics/culture + belief that they can separate culture vs. politics

③ Nationalists/Imperialists/Colonizers

④ Young immigrant ♀ + ?

⑤ Lack of Political awareness

⑥ Awareness

⑦ Teaching formal + informal + in format Educ. art  
performances/using 16 additional art  
2 create questions

1) Migrant Rights

2) Rights of people in nation states

3) African diaspora in Latin America  
people of color → borderless  
understanding

## 2) Dignity

1) **Canvases** - beneficiaries of  
understanding

2) **Men** - beneficiaries of  
understanding

3) **Women** - beneficiaries of  
understanding

4) **Children** - beneficiaries of  
understanding

5) **Power** - beneficiaries of  
understanding

6) **Global** - beneficiaries of  
understanding

Income increase  
No bias to do w/ cultural  
bias

# SUCHARITA

13906

1. Writing dissertation: Male/Female Ratio in India  
increasing  $\rightarrow$  bias against women culturally in a  
patriarchal society with eco. growth

2. VIOLATION  
Right to live  $\rightarrow$  ex. - girls are aborted  
- in areas where  $\text{\$}$  not available  
they are sold by fathers to  
many men becoming bonded  
laborers

3. VIOLATORS  
INDIAN PATRIARCHAL SOCIETY

4. WHO IS IMPACTED  
WOMAN DOESN'T KNOW she is being  
violated

5. IMPACT  
SKEWED OR IMBALANCE IN SOCIETY

6. Changes working to create  
- Women must understand own worth  
- going home to India to work <sup>self.</sup> making  
grants

Method:  
7. Dissertation - graduate work  
\*WRITING\*

Income increase  
No bias to do w/ cultural  
bias

# SUCHARITA

ISSUE

1. Writing dissertation: Male/Female Ratio in India  
increasing ↑ bias against women culturally in a  
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6. Changes working to create

- Women must understand own worth
- going home to India to work many  
grass roots

Method:

7. Dissertation - graduate work

\*WRITING\*

Methods: DIRECT ACTION: { TERRI }  
2. Community Schools - encourage people to attend public hearings

1. Demilitarization DMZ  
(i) anti militarization Aloha  
campaigns 'Aina

a) chemical weapon  
dumping - against

b) <sup>STOP</sup> Navy University Applied  
Research Center - <sup>regarding</sup> ~~against~~  
classified military  
research - e) Return MAKUA  
Valley.

c) Against Star Wars.

d) Oppose Strike Brigade  
Demands.

① No military expansion

② Clean up & return  
military land.

③ Develop alternatives to  
military dependency.

④ Provide just compensation  
to harm caused.



# Karen Wilson

1. WORKING on historiography of the U.S. Instead of laboring bodies, Africans mean ideas.
2. Yes - the historiography that excludes African intellectuality & spirituality
3. Perpetrators of the historical canon.
4. Consumers of U.S. mythology
- 5.
6. Promoting/writing a historiography of inclusion
7. I sing, and I tell stories.  
I write, and I teach.  
I put my voice at the service of this information.



## ZOHRA

Works on Women's Rts in Islamic Communities  
Trade Unions - Palestine question  
Anti War.

→ 2. Believes Belief that Islam requires  
women to be subservient - wrong.

→ US Govt big violator - Imams,  
Administration.

→ men & women both impacted -

→ death - destruction - militarisation

→ human rts of women - would  
like to see gender justice - end  
of occupation of Palestine -  
withdrawal from Iraq.

→ teaching - marching -  
peaceful means.

RINI

WORKING WITH INDIVIDUALS & GRASSROOTS GROUPS

Together

USING HEART & MIND ADVOCACY IN MANY LEVELS

NEW EARTH

Human Rights

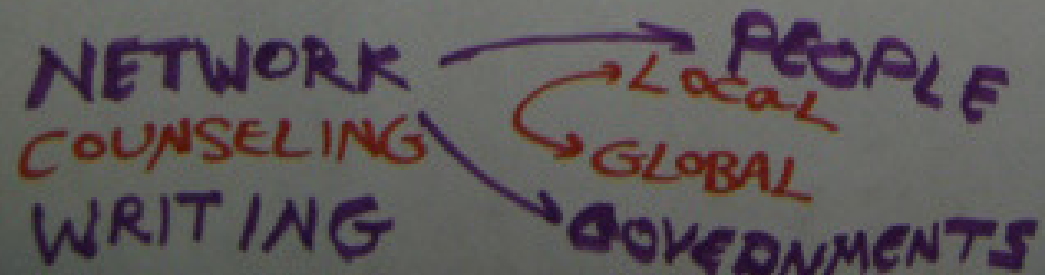
The Right to Dream  
The Right to Act

FARAKKA BARAGE

Violence of Development & its impact on women & children  
Structural Development

10 million affected!

INDIVIDUAL ASPIRATION ⇒ COMMUNITY ASPIRATION  
IN THE AGE OF RAJAHS



METHOD

Small  
Local  
Change

CHANGE

joint communities  
in PALESTINE = ISRAEL

change  
of consciousness  
TEACHER by Profession  
& Passion

LIA

CONSTANT  
DISPLACEMENT

of consciousness  
Activist

DALIT

Lesbian

Demonstrator

ISRAELI  
HOME???

Protester

Co-founder of Black Laundry  
Lesbian & Gays against the Occupation  
Against Racism in all senses

SOLIDARITY

Against Monolithic Militarism  
with Palestinians

CONNECTIONS

LINKAGES  
WITH AMONG  
STRUGGLES

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Small  
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Join in  
Palestinian Communities

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# Martha

- 1 - human rights, discrimination, women's rights, sexual reproduction
- 2 - gender ~~as transverse subject~~
- 3 - Intercultural focus

Themes: National

- ① health, initiatives (production)
- ② local governance
- ③ building OSV
- ⑤ Education

International Caucus  
African descendents and indigenous  
Sustainable development  
women's

State, multinationals, companies are violators.

Women are the affected, women and youth comprise the population

## CHANGE SEEKING

- ① Skills-building in youth
- ② Affirmation of identity & pluralism
- ③ Gender relationships within culture

all social actors ~~involved~~  
working together: social, civil, state

Reading  
Issues Being Worked Upon:

Need to:  
Rethink Democracy

Must Battle for the Minds

\*[Create] New Ideas

Need to Rethink the

Paradigm of [our progressive  
activist work]

Question Everything because  
"Nothing Is Making Sense"

Method of Production has to be  
rethought

The Economy ~~and~~ the Social structure  
that underpins it has to be  
rethought

What is the downpayment that is

Methods: <sup>world people are willing to make</sup>  
for real change to occur

Not willing to stand in

Moral Judgement on other's

Methods of resistance that

are not non-violent



## Radha

Issues Being Worked Upon:

Need to:  
Rethink Democracy

Must Battle for the Minds  
& [Create] New Ideas

Need to Rethink the  
Paradigm of [our progressive  
activist work]

Question Everything because  
"Nothing Is Making Sense"

Method of Production has to be  
rethought

The Economy & the Social structure  
that underpins it has to be  
rethought

What is the downpayment that 1st  
world people are willing to make  
Methods: for real change to occur

Not willing to stand in

Moral Judgement on other's  
Methods of resistance that  
are not non-violent

1) Racial discrimination, gender discrimination,  
Super exploitation of workers, domestic & state violence  
against women.

2) Human Rights violations in immig, work, Repressive Laws  
(anti-terrorism)  
& police

3) state, community, family violators

4) Methods:  
Women's Refuges (shelters)  
Pressure Groups - Black Nation Pressure Groups - Politics  
Comm Support Groups for low wage workers  
POLITICAL & AGITATIONAL GROUPS EXPOSING Imperialist Links  
Expose Imperialist Links - Support for Fascist political ORGs.  
Increased U.S. Control

~~Relevant~~ 5) CHANGE  
End to Racist Gender Laws & discrimination  
End exploitation  
Support for low paid Global, Factory, Farm  
and Service workers

6) METHODS  
Consciousness raising, Agitation, organization

Expose the Real Nature of S. Asian governments  
and collaboration with Imperialism

Monisha

working to make university more reflective of student body which is 70% people of color

- working on broad based initiative across the campus which involves coalition building
- hotel workers rising campaign - organizes hotel workers to advocate for better working conditions - wages, health benefits, etc
- Demilitarization in Hawaii

violators are the systems of the structures that reinforce white supremacy, patriarchy, militarization, colonialization. - ~~immigration laws~~

Who is impacted? - by the violation or by the action/resistance

- people impacted by the actions are students who are mainly working class - 2 to 3 generations out of the plantations many are still invested in the American Dream
- tourism is the biggest thing going next military. It has negative impact on indigenous Hawaiians. Trying to figure out 2 forms of justice - inside tourism industry & within indigenous Hawaiian communities. - Demilitarization is inextricably linked

- stop allowing the plantation university from being a plantation by encouraging & challenging students to think critically
- get labor unions to see their workers as strategists & leaders
- kick out US military from Hawaii
- work in support of native people's visions of self-determination

methods - coalition building @ university & in labor unions  
feminist methods of organizing. critical thinking @ students

# Aishah

Doc. film maker: violence vs women  
in Af Am ♀ → many community

Coalition Building

Queer ♀ of color issues: Right advocacy  
in communities of color + vs White queer  
communities (critique of gay marriage)

♀ Reproductive Freedom: for ♀ of color  
Anti-US militarism  
Incarceration media: visible as educational tools

Violators: male supremacy, white supremacy  
mechanism + syst in place

Who is impacted:

My work impacts: ♀ of Af. descent; but, in  
general, ♀: other ♀ of color, White ♀, Immigrant  
Making international connections through stories

Men have been impacted: moved to ending

Attraction  
Easier to bring up issues of violence in own  
community but it is so prevalent

Change: End violence vs women. big  
goal within comm. of color. Violence as  
top of agenda → violence vs ♀ to be a community  
effort that is linked to racism, queer rights  
& reproductive freedom.

Media: Film video writing, using media  
to communicate. Advocate for revolutionary  
change.

# TINA

- Palestinian human rights
  - occupation
  - education
- linking race, gender, class, and sexuality in the classroom
- international + national + local connections

## violation

- lack of education, mobility, democracy health w/in Palestinian community
- links to lack of educational resources, poverty in U.S. + racism

## violators

- Israeli state, those in power - gov't + military
- in U.S., the institution, tacit consent among general population

## Impact

- everyone, both violator + violated
- violated feels it more → social resources, stigma
- leads to demoralization, stasis (stationary, lack of mot.)

## change

- Classroom (focus) discussion based - facilitate
- question U.S. exceptionalism
- education, foster critical thinking <sup>women's studies</sup>
- spur students to question U.S. + int'l problems
- start locally



# Sabrina

issues: women of color, LGBT, immigration  
denial of fullness of humanity - historic parts of  
oneself not allowed to exist & recognized  
basic human rights denied

structure of domination - not individual  
recognize privilege

need compassion

single issue campaigns detrimental (somewhat  
beneficial) at times

US govt. policies

tacit consent by communities

impact: those most vulnerable to state policy -  
those w/out rights/privileges - keep emphasis  
here while recognizing it's effects on the  
oppressor.

not allowed to live w/ access to basic resources -  
kept from it

change { involved w/ several movements - bring  
intersectionality in here  
take edu. seriously - avenue of influence  
w/ those in positions of privilege/influence  
on the ground - organizing - influence  
local/community politics

intersectionality

making connections between struggles

US military - complicit - important  
institution

# Linda

- 1) HIV/AIDS activism
- 2) Lack of access to proper healthcare
- 3) US pharmaceutical industry  
(drugs for money/profit)
- 4) Everybody - poor, ♀, children
- 5) AID Death, rapid inc nos.
- 6) <sup>awareness</sup> Conscientiz + public educ  
Pressuring govts to take  
Action.
- 7) Community activism  
Lobbying govts  
Curriculum work in schools

Amina

## Gender justice - education

Violations? Endless  
Unequal access  
epistemic privilege

Patriarchal & <sup>Post</sup>institutional  
and Intellectual Cultures

Violator: Most of our colleagues  
in the institutions

Impacted: Students, women  
and men. In SA.  
Africans - Black  
Students & faculty

Impact: Reproduction of institutions  
of inequality

Changes: Creating new knowledge  
is feminist thinkers and  
feminist knowledge & feminist  
strategies for transforming  
institutions of inequality

Methods: Pedagogy; Activist  
research; Publications

Can networking to build alternative  
communities of thinkers - =  
Contingential

1. ISSUES: Minadas India

NISHTHA

- Women's oppression
- Racial suppression against women
- Equality & dignity for women

- Women's Rural Group Groups
  - ages 6-10
  - 11+ - 18+ (Adolescent)
  - 19-55 (Adult Women)
- Training Programs
  - mobilization
  - Repro. health
  - Free Legal Aid
  - Income generation
  - Repro. Aid
  - 55+ (Elders)
  - Sex workers
- Education for Girls, Child Trafficking, Elimination of Child Labor

2. Family, Community, State Violates

SUFFICIENT AND Equal Access to developmental opportunities  
 Food, Water, Fuel, Freedom of Movement, Freedom from Fear,

3. Choice of Occupation, Save & Invest, Education, Retire with dignity  
 Resilient RIGHTS OF AGRICULTURIST WOMEN

4. Method Behavioral & Cultural CHANGE activities BCC ACTIVITIES  
 Consciousness, empowerment, Advocacy, Campaign

- Street Theater
- POSTER
- WALL WRITING
- ETC.

CULTURAL METHODS: Peer education  
 Involvement of family & community decision-makers  
 Pressure Group

# 1) GENDER RELATED ISSUES

## 1/2 Violence +

HARASSMENT IN THE WORK PLACE AGAINST ♀, i.e. Reproductive Rights

## 3. THE VIOLATOR(S) - THOSE IN

POSITIONS OF POWER - SUPERVISORS, COLLEAGUES, MANAGEMENT

4/5 LESS OF JOBS, OPPORTUNITIES, VIOLATION OF CONSTITUTIONAL DIGNITY + WELL-BEING + LIFE - ♀

## 6 ADVOCACY, POLICY CHANGE,

ACCOUNTABILITY OF INSTITUTIONS + MONITORING STATUS OF IMPLEMENTING EXISTING LAWS, RIGHTS EDUCATION CENTER

## 7 DOCUMENTATION OF REGULATING VIOLATIONS

## 1/2 Neo liberal welfare Reform in Britain, citizenship

How is the Policy Affecting the Lives of Poor, Working-class Women of Color / Ethnic Minority  
We ♀ in Britain! ACCESS (HEALTH CARE, EMPLOYMENT) to RESOURCES (HOUSING etc.) How Do people DEFINE citizenship

## 3) UNWARRANTED STATE - RACIST

## 4) POOR ♀, IMMIGRANT

5) GOV'T IS SHIFTING RESPONSIBILITY TO VOLUNTARY ORGANIZATIONS

6) WANTED TO CHANGE POLICY! UNDERSTANDING POOR PEOPLE'S OWN SENSE OF CITIZENSHIP

## 7) ETHNOGRAPHY, INTERVIEWS



## Jenny Keys

1. Disrupt the canon.

2. Students come to the university expecting a universal education and more often than not get bourgeois programming.

3. Non-critical academics

4. Whoever privileges this education.

5.

6. Encourage my students to become critical citizens of their societies.

7. Provide access/stage for various lived experiences ~~within~~ through teaching.

The ISSUE:

~~Getting~~ Getting more to live their values in their lives.

Socially responsible living/practical idealist.

Method: Story collecting and information dissemination

Change: The change I am creating is repoliticizing/ <sup>pro-</sup>blama-  
tizing comfortable communities.

Working on:

Reconstructing protest art to fight institutional racism.

Reconciling historical fact i.e. the Revolt of enslaved Africans which led to the first black republic in the Western Hemisphere, with the current reality.

The Change:

Updating the acts of revolution for the present time.

Method

ART

dance ↔ music