PEDAGOGIC STRATEGIES

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

moving forward

generations

transgenerational & transnationally

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

militarism

N-S solidarity

S-S

suggest consciousness

what kind of society?

lived experience - reflect

empirical - what are commonality - stories

biographies as legitimate

taking an activist approach to teaching - based on location
PEDAGOGIC STRATEGIES

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

In a classroom

generational
transgenerational
transnationally

moving forward

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

Militarism

N-S
solidarity

S-S

consciousness

What kind of society?

freedom from violence

lived experience - reflect

comparative - what are commonality - stories

activist approach to teaching -

based on location
MEDIA — METHODOLOGY

TRANSPARENCY

PROVIDING TRUTHS → WHO CREATES KNOWLEDGE

SOLIDARITY → NEW INFORMATION → WHAT ELSE HAS TO BE IN

BLACK PEOPLES IN LATIN AMERICA + AFRICAN-AMERICANS

MULTI-CULTURAL

DEMOCRATIZATION: SHIFT  GENDER PERSPECTIVE

ALTERNATIVE EPSTIMOLOGY

SUBJECTIVITY VS OBJECTIVITY

PERCEPTION

EXPLICIT VIOLENCE AGAINST WOMEN → NATIONAL STRUGGLE

ATTENTION TO MIND

HEART HANDS
Resistance: Challenges + Overcoming

- Value frameworks
- Communities under attack for resources
- Commercialization
- Gentrification / development
- Discourse of "community" when turned
- Military / accountability [for feminists]
- Ethnic divisions / crisis / fear
- Bottom up vs. resistance and practice
- Ideology vs. strategic
What is the question we should build solidarity on?

- Anti-imperialism
- Anti-war
- Anti-racism
- Anti-terror legislation
- Peacekeeping

Past Cold War:
"Clash of Civilizations"
- Anti-Islamic fundamentalisms
- Anti-terror legislation

Opposition!
- Military industrial complex
- Corporations

Development strategies and action:
- WTO, NAFTA
- World Bank, ADB
- Renationalization of looted and poverty displacement

Solidarities:
- Collusion of pedoarchy
- Alliance of colluders
- States and corporations

Peace accords, UN systems
Right to Self-Determination

- Safety
- Infestation
- Education
- Access to economic resources
- Citizenship
- Reproductive rights
- Physical integrity, life, health, dignity, livelihood
The Right to Peace: Reconciliation and Self-Determination

To fight "for" reeducating the U.S. population—particularly Blacks and Latinos—to resist joining military campaigns.

To ask: What is genuine security? What values—radical vision—support this?

More networks—continental and international—implications of democratization.

Confronting 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.
Nationalism, Citizenship, Immigration

Colluding in Patriarchy

Borderless immigration

Exposing Racism in the State

Reconstructing Universal History

Reifying Realms into Trauma Narratives

Undocumented Workers' Citizenship
Nationalism, Citizenship, Immigration

Colluding

Patriarchy

Borderless Immigration

Re-defining Universal

HR

Exposing Reconstruct Racist State

Reprimata

Un documented Workers Citizenship

Racism, Gender, Colonization, Surveillance

(i.e., race, gender, imperial)
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 and sex tourism
Harassment in workplace
Creating practical idealists
Protest art to fight institutional racism
Honor killing
Rethink paradigm of progressive work
HIV/AIDS

Trafficking + sex tourism

Harassment in workplace

Creating practical idealists

Protest art to fight institutional racism

Honor killing

Rethink paradigm of progressive work
re-appropriation of feminism

intercultural connections

ethno-racial + cultural rights
cultural bias - economic restructuring

re-thinking economy +

social structure

underpins it

dignity, social sec.

how US govt violates human rights

academy reproduces racist ideology as
constant displacement liberalism
Access to citizen rights to resources, poor, marginalized reproductive rights to development violence of state to a tree stump justice in education colonization of bodies domestic violence
Immigrant rights
196+
Women of color
Intersectionality

dance — not only on stage
[Working class / low-wage / informal economy / rural
Working class communities]

Demilitarization

exploitation of rural

Violence against women

Reclaiming indigenous land

Racism
4. Women in particular (population)

3. State/Rebels (Tamil Tigers)

2. Civil war affecting entire population (war related to militarization)

1. Women taking on military recruitment roles (peacebuilding)
1. The State in General
- Sri Lankan State + Nationalisms
- Alternative Nationalisms

2. Hidden Divisions of Gender, Class, Child Conscription
- Domestic Violence
- Child Soldiers, Women, Europeans, POWs
- Liberation Tigers
- Military Violence
- The Peace Process Ends
- Development

3. The State, the LTE (Tamil Eelam)
- All the Violations
- Child Soldiers, Women, POWs, Europeans
- Conscription, Acting, Treating

4. Just Peace: Peace of State + in Homes, Documentations
- NGO, Greens, Peace

Other notes:
- 5.
- 6. Theatre
MOLLY

Story of Women's Resistance in Southern Mexico

Working in Women's Land

Alienation & massive social uprootedness

Women's rights - Lolas, women's stories & resistance

Plan for South America Central

Concepted by US & World Bank

Broadcasting, workshops in pitayas, violence against women
2) Gains

3) Seumann - Unemployment

4) Low income/intersectionality

5) Poverty

6) Ghettoization

7) Lack of political awareness

8) Lack of political awareness

9) Young, immigrant, 5% &+ 

10) Nationalism/Imperialism, etc./Crowns

11) Gann, Romantic, Nostalgia of immigrants

12) Jefferson = connected to sociology + psychology

13) Latin American, European, etc.

14) Colonization of bodies, does not take place only on

15)要在人们接受框架中
2) Ignorance

3) Discrimination - Students of color

4) Children of color

5) Racism and discrimination in Latin America

6) Family members in Latin America

7) Racism of people in nation

8) Marginalization of people across the nation

9) Apartheid - Coloniization of bodies

10) Don't talk place only of
SUCHARITA

Issue

1. Writing dissertation: Male/Female Ratio in India
   - Bias against women culturally
   - Patriarchal society with eco-growth

2. Violation of Rights to life and property
   - Girls are aborted
   - In areas where women are not available
   - They are sold by fathers to men
   - 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 their worth
   - Going home to India to work among grassroots

7. Method:
   - Dissertation - graduate work
   - Waiting...


1. Writing dissertation: Male/Female Ratio in India

   Bias against women culturally in a patriarchal society with eco-growth

2. Violation
   Right to live
   - girls are aborted
   - in areas where not available they are sold by fathers to many men becoming bonded labourers

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 near my granparents

7. Method:
   Dissertation = graduate work
   [Writing...]*
Methods: DIRECT ACTION: TERRITORY
1. Community schools
   - Encourage people to attend public hearings
   - Demilitarize DMZ
2. Militarization Aloha Aina campaigns
   a. Chemical weapon dumping - Against STOP
   b. Navy University Applied Research Center - Against classified military research
   c. Against Star Wars
   d. Oppose Strike Brigade Demands
3. No military expansion
4. Clean up & return military land
5. Develop alternatives to military dependency
6. 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.


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 Common 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 rights of women need to see gender justice - end of occupation of Palestine - withdrawal from Iraq.

- teaching - marching - peaceful means.
NEW EARTH
Together
Using heart & mind
Advocacy in many levels

Human Rights?
The Right to Dream
The Right to Act

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

Farakka Barage
10 million affected!

Individual aspiration ➔ Community aspiration
In the age of rajahs

Network: Counseling, Writing
People ➔ Local, Global, Governments
CONNECTIONS

With struggles against apartheid.

Against apartheid.

Constant local change.

Lessons learned.

Small vent community.

METHOD: Local change.

Growth of consciousness.

Joint passion.

Change of consciousness.

Israel.

Jerusalem.

Balfour Declaration.

Palestine.

Lessons learned.

Displacement of consciousness.

Israel.

Jerusalem.

Balfour Declaration.
Struggles among linkages

Agostini, Agostini, Agostini, Agostini, Agostini, Agostini, Agostini

Soldier of conscience - co-founder of Carya

Teacher of consciousness - co-founder of Carya

Small change

PALIT

15 PAEL

Change of consciousness
Martha

1 - human rights, discrimination, women's rights, sexual reproduction
2 - gender, transversal factor
3 - Intercultural Focus
   Themes: National
   - health initiatives (production)
   - local governance
   - building OSV
   - Education

International Caucus: African descendants 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 include:
working together: social, civil, state
Rahna

Issues Being Worked Upon:
Need to: Rethink Democracy
Must Battle for the Minds of [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 Methods: 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

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Paradigm of [our progressive activist work]

Question Everything because
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What is the downpayment that 1st
Methods: for real change to occur
Not willing to stand in

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

2) Human rights violations in immigration, work, Repressive Laws (anti-terrorism) & police

3) State, community, family violators


5) CHANCE 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 75% 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 Hawai'i

violators are the systems of the structures that reinforce white supremacy, patriarchy, militarization, colonization.

- Who is impacted? - by the violation or by the activism/resistance
- People impacted by these 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 on - military. It has negative
  impact on indigenous Hawaiians. Trying to figure out 2 forms of
  justice - inside tourism industry & within indigenous Hawaiian
  communities.
- Democracy is intricately 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 Hawai'i.
- Work in support of Native people's visions of self-determination
  methods - coalition building in university & in labor unions
  feminist methods of organizing, critical thinking for students
Aishah

Doc. film maker: Violence vs. women in Afr. Am. & many communities

Coalition Building
Queer & of color issues: Right advocacy in communities of color vs. White queer communities (critique of gay marriage)

Reproductive Freedom: focus on color

Anti- US militarism: visible ineresa media

Violence: Male supremacy, White supremacy

Violent mechanisms & sths in plan

Who is impacted:
My work impacts: of Afr. decent; but, in my work on color, White & European general, of color, White & European

Men have been impacted: moved & ending

Transition, bringing up issue of violence in own community but it is so prevalent

Change: End violence vs. women. Big change.

Within community of color. Violence as goal. Within agenda. Violence vs. to be a community that is linked to racism, queer rights

Reproductive Freedom

Method: 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 within 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 worse - social resources, stress
- leads to demoralization, stasis (stagnancy, lack of movement)

change
- Classroom (focus) discussion based, facilitate
- question U.S. exceptionalism
- education, foster critical thinking
- spur students to question U.S. + Int'l problems
- start locally
Sabrina

issues: women of color, LGBT, immigration
denial of fullness of humanity - holistic parts of oneself not allowed to exist = recognizing basic human rights denied
structure of domination - not individual recognize privilege

need compassion

somewhat

single issue campaigns detrimental (# 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 impositions of privilege/influence on the ground - organizing - influence local/community politics

intersectionality

making connections between struggles

US military - complicit - important institution
Linda

3) HIV/AIDS activism

2) Lack of access to proper healthcare

3) US pharmaceutical industry (drugs for profit)

4) Everybody - poor, G, children

5) Death, rapid rise nos.

6) Conscientiz + public educ

Pressuring govt to take action.

7) Community activism

Lobbying govt

Curriculum work in schools
Gender justice - education

Violations? Endless
Unequal access
Epistemic privilege
Patricianal Institutional
and Intellectual Cultures

Violator: Most of our colleagues in the institutions

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

Impact: Reproduction of institutions of inequality

Changes: Creating new knowledge in feminist thinkers and feminist knowledge/y feminist strategies for transforming institutions of inequality

Methods: Pedagogy; Activist research; Publications

Action: Networking to build alternative communities of thinkers & continental
1. Issues
   - Women's oppression
   - Racial suppression against women
   - Equality & dignity for women
   - Women's Rural Self Groups. Ages 6-10, 11-18, 19-55
     - Adolescent
     - Adult
   - Training Programs
     - Mobilization
     - Repro Health
     - Free Legal Aid
     - Income generation
     - Repro AID
     - Safety
   - Education
     - Girls
     - Child Trafficking
     - Elimination of child labor
   - 60% Family, Community, State Violates

2. 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

4. Method
   - Behavioral & Cultural Activities
   - Consciousness, Empowerment, Advocacy, Campaign

   CULTURAL METHODS: Peer Education
   - Involvement of family & community decision-makers
   - Pressure Group
1. Documentation of Requests/Visitation
2. Advocacy, Policy Change
3. The Violence - Those in
   a. Reproductive
   b. Workplace
   c. Harassment
4. Loss of Job, Opportunity, Income
5. Government, Superficial, Colleges
6. Loss of Faith, Responsibility, Health
7. Enforcing, Law, Policy
8. Girls, People's Own Sense of Citizenship
   a. Resources, Housing, Adequate Health, Education, Access
9. Women of Color, Ethnic Minority
   b. Lives of Poor, Working-Class
   c. How is Our Policy Affecting
   d. In Britain, Citizenship
   e. Neo-Liberal Welfare Reform
1/2 Gender Re-Layer
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 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 repolitizing problematic 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