

*Department of Adult Education & Counselling Psychology
Ontario Institute for Studies in Education
University of Toronto*

Popular Education: Comparative & International Perspectives

AEC 3131 S1 0102
Winter Session 2012

Dr. Sara Carpenter

When Thursdays
Where 7-105

Time 5:30-8:30
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Office Hours

By Appointment

I know it hurt to change / It actually hurts, learning something new, / and when you're full-
grown, it's harder, that's true - / it feel like you got to break yourself apart, / it feel like you got
to break your own heart, / but folks do it. They do. / Everyday, all the time, / Alone, afraid, folks
like you. / You got to let go of where you been. / You got to move on from the place you're in. /
Don't drown in that basement. Change or sink. / Let go, forget, move on. /
This ain't time for prayin'. You got to think.
- Caroline, or change

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to offer doctoral and advanced master's students an in-depth and rigorous reading of the theoretical and methodological foundations of the field of popular education. Drawing from a rich history of community-based education, social movements, revolutionary struggle, and cooperative organization, this course develops an understanding of the ways in which community members organize themselves to learn about the social conditions that characterize and organize their daily lives. In this course, we will explore the relation between learning, living, and struggle; both how critical and oppositional forms of knowledge emerge from lived experience and can in turn come to shape its transformation. In order to explore this relationship, a central objective of our learning will be to deeply explore the philosophical relationships between knowledge, experience, consciousness, and praxis and to examine the strategic and purposeful pedagogical elaboration of these concepts in educational practice.

APPROACH TO TEACHING AND LEARNING

In teaching/learning settings, we see our role primarily as analytical and reflective practitioners, planners and facilitators. We all will be involved in a participatory learning effort; your experience and input are as significant as the accumulated knowledge on the topic. You are, therefore, expected to actively contribute to the learning process. Your learning needs and agenda will be incorporated in the course as well.

CLASS FORMAT

Class sessions will operate as seminars. In collaborative learning we depend on one another to make the experience rich and useful. Therefore, we expect from each other both attendance and active participation in discussions. In order to enrich your participation, you are expected to devote sufficient time to reading and accomplishing learning activities prior to class session.

UNIVERSITY OF TORONTO'S POLICIES ON PLAGIARISM

From the Code of Behaviour on Academic Matters:

It shall be an offence for a student knowingly: (d) to represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.
(<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>)

GREENING OUR CLASSROOM

In support of the Department's Environmental Policy, I encourage you to hand in your assignments on used paper, non-bleached recycled paper, and print double sided. Furthermore, please refrain from bringing disposable cups, dishes, cutlery into the classroom.

COURSE READINGS

Readings for this course will be selected from a variety of sources, including on-line journal articles accessible through University of Toronto libraries. The required texts for this course are:

1. Horton, Myles (1998). *The long haul: An autobiography*. New York: Teacher's College Press.
2. Freire, Paulo (1970). *Pedagogy of the Oppressed*. New York: Continuum.

LEARNING ACTIVITIES

Participation, Class Facilitation & Discussion Questions (20%)

Your active preparation for, and participation in, class is a vital component of our learning environment. Facilitation will take place individually or in small groups and will involve: 1) generating discussion questions for the weeks readings, 2) circulating questions by the Monday before class, and 3) facilitating discussion of readings. Dates will vary.

Film Analysis: Working with Pop Ed Categories (20%)

Length: 1000-1500 words

Deadline: February 9th (Please submit to my mailbox on the 7th floor)

The purpose of this assignment is to think through the actualization and practical elaboration of the philosophical categories of popular education. For this paper, please select one of the films from the list below (or propose another). In your paper, please discuss how the categories discussed in the first three weeks of class presents themselves as pedagogical problems and how these categories are implicated/involved/incorporated/negated, etc in the social mobilizations represented in your chosen film. Possible films include (some are available in UofT library):

A Force More Powerful

El Contrato

You Got to Move

Lumumba

The Wind that Shakes the Barley

The Burning Season

Saul Alinsky Went to War

The Fight in the Fields

Norma Rae

Land and Freedom

Semester Paper/Project (40%)

Your major work in this course will involve a semester-long project of your own choice related to course themes. For thesis students, I highly recommend that you generate a topic that advances your research project. For non-thesis students, I am open to consider projects that include elements of practical elaboration of course themes (i.e. curriculum guides, program proposals, resource guides, training manuals, community projects). More directions given in class.

Project Proposal: Length: 300-500 words

Deadline: February 23rd

Please provide a short summary of your plans for your final project. Include your proposed topic/research questions, connection to course themes, method/form, possible sources, etc.

Final Paper: Length: maximum 4000 words

Absolute Deadline: April 25th (Please submit to my mailbox on the 7th floor)

Semester Paper/Project Presentation (20%)

Length: 10 minutes

Deadline: April 5th

As part of your semester work, each member of the class will present their research to the class for discussion. Formats may vary. More directions given in class.

CLASS SCHEDULE

January 12 Outline/Overview of Popular Education

January 19 Philosophical Categories: Knowledge & Experience

Smith, Dorothy (1990). *The conceptual practices of power: A feminist sociology of knowledge*. Boston: Northeastern University Press. Chapter Two, pgs. 31-57.

Smith, Linda Tuhiwai (1999). *Decolonizing methodologies: Research and indigenous peoples*. London: Zed. Chapter three, pgs. 58-77.

Allman, Paula & Wallis, John (1995). 'Challenging the postmodern condition: Radical adult education for critical intelligence,' in Marjorie Mayo and Jane Thompson (Eds), *Adult Learning, Critical Intelligence, and Social Change*. Leicester: NIACE, pgs. 18-33.

Horton, Myles (2005). 'How people learn' and 'A circle of learners,' in Dale Jacobs (Ed). *The Myles Horton Reader*. Knoxville: University of Tennessee Press, pgs. 270-278.

January 26 Philosophical Categories: Consciousness/Praxis

Au, Wayne (2007). 'Epistemology of the oppressed: The dialectics of Paulo Freire's theory of knowledge,' *Journal of Critical Education Policy Studies*, 5, 2, available online: <http://jceps.com/index.php?pageID=article&articleID=100>.

Freire, Paulo (1970). *Pedagogy of the Oppressed*. New York: Continuum. Chapter One.

Allman, Paula & Wallis, John. (1990). 'Praxis: Implications "really" radical education,' *Studies in the Education of Adults*, 22, 1.

Allman, Paula (1999). *Revolutionary social transformation: Democratic hopes, political possibilities, and critical education*. Westport, CT: Bergin & Garvey, pgs. 33-59.

February 2 No Class (Time for Assignment #1!)

While class is canceled, I am available in the afternoon for meetings regarding final projects.

February 9 Politics, Arts, and Resistance

Guest Lecture: Professor Shahrzad Mojab & Bethany Osborne

Brookfield, Stephen D. & Holst, John D. (2010). *Radicalizing learning: Adult education for a just world*, Chapter 8: Aesthetic dimensions of learning, pgs. 145-171.

Mojab, Shahrzad (2007). 'Introduction: Years of solitude, years of defiance: Women in political prisoners in Iran,' in *We Lived to tell: Political prison memoirs of Iranian women*, pg. 7-18.

Osborne, Bethany (2011). *Words, colour, movement: Creative empowerment work with survivors of State-sponsored violence*. Toronto: OISE.

February 16 Freirian Methodology

Freire, Paulo. (1971). *Pedagogy of the Oppressed*. New York: Continuum. Chapters 3 & 4

Kirkwood, Gerri & Kirkwood, Colin. (1989). *Living adult education: Freire in Scotland*. Rotterdam: Sense, Chapter One: The Story of ALP, pgs. 1-26.

Kidd, Ross & Kumar, Krishna (1981). 'Co-opting Freire: A critical analysis of pseudo-Freirian adult education,' *Economic and Political Weekly*, 16, 1 / 2, 27-35.

Kane, Liam (2010). 'Community development: Learning from popular education in Latin America,' *Community Development Journal*, 45, 3, 276-286.

February 23 The Folk School Tradition

Horton, Myles (1998). *The long haul: An autobiography*. New York: Teacher's College Press.

March 1 Cooperative Work and Problems of Development

Welton, Michael. (2001). *Little Mosie from the Margaree: A biography of Moses Michael Coady*. Toronto: Thompson, Chapters Three & Four.

Robles, Wilder. (2001). 'The Landless Rural Workers Movements (MST),' *Journal of Peasant Studies*, 28, 146-161.

McCowan, Tristan. (2003). 'Participation and education in the Landless People's Movement of Brazil,' *Journal of Critical Education Policy Studies*, 1, 1.

Toh, Swee-Hin & Floresca-Cawagas, Virginia (1997). 'Toward a people-centered education: Possibilities and struggles in the Philippines,' *International Review of Education*, 43, 5, 527-545.

March 8 Popular Education and the Revolutionary Situation

Cabral, Amilcar. (2009). 'The weapon of theory,' *Journal of Pan-African Studies*, 3, 5, e-document.

Holst, John. (2009). The pedagogy of Ernesto Che Guevara. *International Journal of Lifelong Education*, 28(2), 149-173.

Arditi, Benjamin (forthcoming). 'Insurgencies don't have a plan- they *are* the plan: The politics of vanishing mediators of the *indignados* of 2011,' *Journal of Journalism, Media, and Cultural Studies*.

March 15: March Break

March 22 Popular Education & Political Education

Guest Lecture: Amir Hassanpour, Professor Emeritus, Department of Near & Middle Eastern Civilizations

Lenin, V.I. (1901-1902). *What is to be done?* Preface, Chapter One, Chapter, Two, and Chapter Three. Available at <http://www.marxists.org/archive/lenin/works/1901/witbd/>.

March 29 Learners, Teachers, Leaders, Organizers?

Horton, Myles and Freire, Paulo (1990). *We make the road by walking: Conversations on education and social change*. Brenda Bell, John Gaventa, & John Peters (Eds). Philadelphia: Temple University Press. Chapters 3 & 4, pgs. 97-197.

Berger, Peter L. (1976). *Pyramids of sacrifice: Political ethics and social change*. New York: Anchor, Chapter Four.

April 5 Final Project Presentations