

Pedagogies of Solidarity
Special Topics Course
Masters and Doctoral Level
FINAL

Professor Rubén Gaztambide-Fernández

Course Description:

Taking as a starting point a conception of pedagogy that centres relational encounters, this course seeks to consider the question of how to enter into relationships with others that seek to transform the very terms that define such relationships. The course explores how the concept of solidarity has been used to both explain the nature of social relationships between groups and individuals, as well as how it has been mobilized as a strategy for political work. In both counts, solidarity plays a key pedagogical role because it seeks to either sustain or challenge particular social arrangements. The course takes education and educational experience as a particular site for thinking through solidarity as both explanation and strategy, and considers a range of educational situations, including the classroom, to consider the complexities of solidarity as ethical encounters in pedagogical relations.

Course Requirements:

Students will be expected to come to every class and to engage deeply in discussion. This will be a seminar course in which dialogue is essential and where everyone must be willing to challenge each other's ideas and assumptions in an attempt to pursue new ways of entering relationships with others. This process will be facilitated by a series of assignments:

Class Participation: (10% of final grade)

Class participation through dialogue is crucial for the learning we will do in this class. Students are expected to attend every class and participate in discussions in class. The instructors will take responsibility for providing ample opportunities and a wide range of strategies for active engagement of various kinds. In turn, students are expected to take advantage of these opportunities and to communicate with the instructors regarding their own needs and preferences for participation. Each of you is responsible for finding ways of engaging in class participation and letting us know if you need different opportunities to participate. Participation in class should be thoughtful, respectful, and related to the topic of conversation. Each class is an opportunity to take risks with ideas, clarify concepts, develop your understanding, and challenge each other to expand our thinking on various matters related to curriculum theory. During the last week of the course, you will complete a self-evaluation of your class participation and will have an opportunity to suggest a participation grade.

Assignment #1 – (10%)

For the third class meeting, students will write a statement about your beliefs and ideas regarding the notion of pedagogy. Students will draw on their own knowledge and uses of the concept, and may also integrate readings that they have considered in the past about pedagogy. In addition, students will take stock of the various aspects of their autobiographical experiences as well as social categories that shape their various ways of entering into pedagogical relationships with others. The purpose is not necessarily to present a coherent narrative, but to outline the most relevant and important aspects of the experiences that they believe have some bearing on how they enter into relationships with others and their understanding of pedagogy.

Assignment #2 and #3 (20% each):

Each student will select two class sessions during which s/he will be responsible for: a) choosing from the required readings for the class (and possibly suggesting alternative readings), b) outlining a set of discussion questions for engaging the readings, and c) facilitating a portion of the discussion in the class. In preparation for each class, the student(s) in charge will write a brief position paper that will outline the focus of discussion and the questions that will drive the dialogue. They will be prepared to facilitate a discussion about the key issues that inform her or his views on this particular topic. I will meet with each group of students in charge of each session once to discuss readings and plans for the class.

Final Paper options (40%):

For the final assignment, students have a number of options:

- 1) Expand and develop one of the position papers and turn it into an article that could be submitted for publication in one of several curriculum theory journals.
- 2) Write an essay review of at least two recently published books that address the notion of solidarity and/or pedagogy in some way.
- 3) Develop a “project of change” that integrated the ideas about solidarity and pedagogy that we have explored in the class in a way that can be implemented in an educational setting of some sort.
- 4) Identify an existing project that seeks to build a movement based on solidarity and use the course readings to make meaning and develop an understanding of that movement.
- 5) Design and create a multi-media installation or work using one or more expressive forms to explore one idea of importance related to solidarity. The piece must be accompanied by a paper that outlines the process and the ideas involved in the development of the work.

Each student is required to meet with me at least once to discuss the final project. Students may choose to do a group project, as long as each student writes an individual paper and the group agrees on what each person will be responsible for contributing to the project.

COURSE OUTLINE

NOTE: This course outline is tentative and is subject to change. Readings will be available via the course website or in class.

CONCEPTS AND THEORIES

Topic 1 – Introduction: Toward Creative Solidarity

- Gaztambide-Fernández, R. (2009). Toward creative solidarity in the “next” moment of curriculum work. In E. Malewski, (ed.), *The curriculum studies reader: The “next” moments*, (pp. 78-94). New York: Routledge.

Topic 2 – Theories of Social Solidarity

- Crow, G. (2002). Chapters 1 and 2. In *Social solidarities: Theories, identities, and social change*, (pp. 11-48). Philadelphia: Open University.

Topic 3 – Thinking through Pedagogy

- Freire, P. Chapter 1. In *Pedagogy of the oppressed*, (pp. 43-69). New York: Continuum.
- Greene, M. (1979). Pedagogy and praxis: The problem of malefic generosity. In Landscapes of learning, (pp. 95-110), New York: Teachers College Press
- Todd, S. (2001). 'Bringing more than I contain': Ethics, curriculum, and the pedagogical demand for altered egos. *Journal of Curriculum Studies*, 33(4), 431-450.

Topic 4 – Facing humanity/becoming human

- Todd, S. (2009). Facing humanity: Crisis and inevitability (Chapter 1). In *Toward an imperfect education: Facing humanity, rethinking cosmopolitanism*, (pp. 7-22). Boulder, CO: Paradigm.
- Wynters, S. (2003). Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, Its Overrepresentation—An Argument. *CR: The New Centennial Review*, 3(3), 257-337.

Topic 5 – Strangers and other “others”

- Ahmed, S. (2000). Chapters 1, 2, 3. *Strange Encounters: Embodied others in post-coloniality*, (pp. 21-74). New York: Routledge.

Topic 6 – Social difference

- Young, I. (2000). Chapter 3 (Social difference as political resource). In *Inclusion and democracy* (pp. 81-120). Oxford: Oxford University Press.
(<http://simplelink.library.utoronto.ca/url.cfm/159502>)
- Hooker, J. (2009). Race and culture in liberal theories of multiculturalism. In *Race and the politics of solidarity*, (pp. 55-87). Oxford: Oxford University Press.

CONFLICT AND COALITION

Topic 7 – Conceptual conflict

- Grande, S. (2004). Whitestream feminism and the colonialist project: Toward a theory of *indigenista*. In *Red pedagogy: Native American social and political thought*, (pp. 123-157).
- Smith, A. (2010). Queer theory and native studies: The heteronormativity of settler colonialism. *GLQ: A Journal of Lesbian and Gay Studies*, 16(1-2), 41-68.
- Hoelzl, M. (2004). Recognizing the sacrificial victim: The problem of solidarity for critical social theory. *Journal of Cultural and Religious Theory*, 6(1), 45-64.
<http://www.jcrt.org/archives/06.1/hoelzl.pdf>

Topic 8 – Settler colonialism

- Lawrence, B. & Dua, E. (2005). Decolonizing antiracism. *Social Justice*, 32(4), 120-143.
- Sharma, N. & Wright, C. (2008). Decolonizing resistance, challenging colonial states. *Social Justice*, 35(3), 93-111.
- Wong, R. (2008). Decolonizasian: Reading Asian and First Nations relations in literature. *Canadian Literature*, 199, 158-182.

Suggested:

- Amadahy, Z. & Lawrence, B. (2009). Indigenous peoples and black people in Canada: Settlers or allies? In A. Kempf (ed.), *Breaching the colonial contract: Anti-colonialism in the US and Canada*, (pp. 105-136).

MOVEMENTS AND STRATEGY

Topic 9 – Strategies and solidarities

- Mohanty, C. (2000) Women workers and the politics of solidarity. In *Feminism without borders: Decolonizing theory, practicing solidarity*. Duke University Press.
- Young, I. (2000). Chapter 6 (Residential segregation and regional democracy). In *Inclusion and democracy*. Oxford: Oxford University Press.
(<http://simplelink.library.utoronto.ca/url.cfm/159502>)
- Dean, J. (1996). Reflective solidarity. In *Solidarity of strangers*, (pp. 13-46). Berkeley, CA: University of California Press.
- Chouliaraki, L. (2011) 'Improper distance': Towards a critical account of solidarity as irony. *International Journal of Cultural Studies*, 14(4), 363-381.

Topic 10 – Ethics, Forgiveness, and Reconciliation

- Ahmed, S (2000). Chapter 7. *Strange Encounters*.
- Sinclair, M. (2011). Truth and reconciliation. http://www.youtube.com/watch?v=HuFc_Z9F-NA
- Tuck, E. (2009). Suspending damage – A letter to communities. *Harvard Educational Review*, 79(3), 409-427.

- Kennedy, R.M. (2011). Toward a cosmopolitan curriculum of forgiveness. *Curriculum Inquiry*, 43(3), 373-393.
- Fraser, N. (2001). Recognition without ethics. *Theory, Culture and Society*, 18(2-3), 21-42.

Topic 11 – Activism

- Lorde, A. (1981/1997). The uses of anger. *Women's Studies Quarterly*, 25(1/2), 278-285 (<http://simplelink.library.utoronto.ca/url.cfm/156764>)
- Smith, A. (2006). Heteropatriarchy and the three pillars of white supremacy: Rethinking women of color organizing. In INCITE! Women of Color Against Violence (Eds.) *Color of violence: The INCITE! Anthology*, (pp. 66–73). Cambridge, MA: South End Press.
- Zine, J. (2004). Creating a critical faith-centered space for antiracist feminism: Reflections of a muslim scholar-activist. *Journal of Feminist Studies in Religion*, 20(2), 167-187
- Mitra, S. (2011). Learning through crossing lines: An intercultural dialogue. In A. Mathur, J. Dewar, & M. DeGagné, (eds.). *Cultivating Canada: Reconciling through the lens of cultural diversity*, (pp. 275-288). Ottawa: Aboriginal Healing Foundation.
- Sehdev, R. K. (2011). People of colour in treaty. In A. Mathur, J. Dewar, & M. DeGagné, (eds.). *Cultivating Canada: Reconciling through the lens of cultural diversity*, (pp. 265-274). Ottawa: Aboriginal Healing Foundation.

Topic 12 – Revolutionary love and radical democracy

- Lorde, A. (1984). Uses of the erotic: The erotic as power. In *Sister Outsider: Essays and Speeches*, (pp. 53-59). Freedom, CA: Crossing Press. (<http://www.womenstemple.com/EroticAsPower-article.html>)
- Sandoval, C. (2000). Love as a hermeneutic of social change, A decolonizing *movida*, and Revolutionary force: Connecting desire to reality. In *Methodology of the oppressed*. (pp. 139-178).
- Ahmed, S. (2003). In the name of love. *Borderlands*, 2(3). http://www.borderlands.net.au/vol2no3_2003/ahmed_love.htm