

# **INSURGENT PEDAGOGIES & THE PURSUIT OF DANGEROUS CITIZENSHIP**

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Mary Hepburn Lecture  
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The Hornets played "the best game we've played in the three years that I've been here," said coach Jim Fletcher, whose team got another excellent defensive game to up its season record to 2-0.

David Hanlon scored two goals for the Hornets, the first on a straight shot and the second on an assist from halfback Kent McFarland. He also picked up two assists with passes to Horace Holden and McFarland, both of whom scored one goal apiece.

handy for the whole game.

#### NORTH SPRINGS 5, RIVERWOOD 1

John Hayden and Ace Marshall scored two goals apiece to help the Spartans overcome the Raiders, who were shut down after their initial goal that came with six minutes gone in the first half.

Todd Flegel scored that first-period goal for Riverwood.

Both of Hayden's goals came in the first period,

and period.

John Jorgensen also scored a first-half goal on a corner kick.

Spartan goalie Joe Taylor had 13 saves in the game.

#### FORSYTH COUNTY 2, MILTON 1

Right wing Mike Harrington got the only Eagle goal of the game on a close shot, at the time giving Milton a 1-0 lead.

Forsyth County came back with two goals to beat the Eagles.

Spartan coach Wayne Ross makes a halftime point to his troops, who went on to defeat Riverwood, 5-1. North Springs is off until after spring break. (Photo — Reid Laurens)

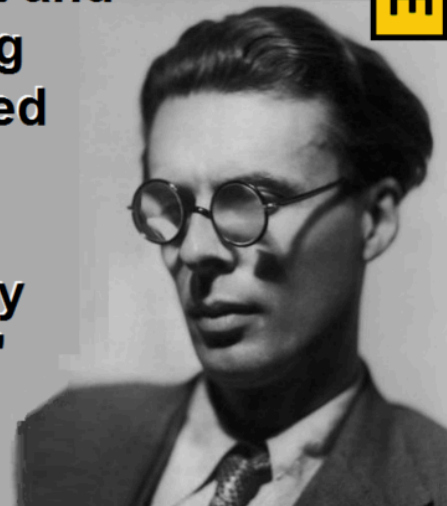


## NORTH SPRINGS SPARTANS VS RIVERWOOD RAIDERS (1981)

**"By means of ever more effective methods of mind-manipulation, the democracies will change their nature; the quaint old forms -- elections, parliaments, Supreme Courts and all the rest -- will remain.**

**The underlying substance will be a new kind of totalitarianism. All the traditional names, all the hallowed slogans will remain exactly what they were in the good old days. Democracy and freedom will be the theme of every broadcast and editorial. Meanwhile the ruling oligarchy and its highly trained elite of soldiers, policemen, thought-manufacturers and mind-manipulators will quietly run the show as they see fit."**

**Aldous Huxley**



# CONCLUSION

Dangerous citizenship requires a praxis-inspired mindset of opposition and resistance, an acceptance of strategic and tactical stances. The implication is that dangerous citizenship is dangerous to an oppressive and socially unjust status quo and to existing hierarchical structures of power.

Practicing dangerous citizenship requires people, individually and collectively, to take actions that bring with them certain risks; actions that transcend traditional maneuvers such as voting and signing petitions, etc.

# DANGEROUS CITIZENSHIP

**A radical critique of schooling as social control and a collection of strategies used to disrupt and resist the conforming, anti-democratic, anti-collective, and oppressive potentialities of society and schooling.**

- Political (non)participation
- Critical awareness—*conscientization* (Freire); class consciousness (Marx)
- Intentional action—behaviors designed to instigate human connection, the true engagement with everyday life, meaningful experience, communication, and change.



A critique is not a matter  
of saying that things are  
not right as they are ...



# **PREMISE #1**

## **Capitalism is incompatible with democracy**

- Contradiction between the ideals of democracy and what capitalist democracy actually delivers (for example, spectator democracy)
- Conflation of capitalism with democracy

# CAPITALISM & DEMOCRACY

- Corporate state
- Attacks on civil liberties & free press
- Rise of racism & (re)segregation
- Promotion of the fear of sexuality
- Government and corporate attacks on wages of workers
- Intensification of imperialist wars
- Promotion of nationalism (unity of all classes)
- Teaching the lie that someone else should interpret reality and act for us, when no one is going to save us but us
- Increased mysticism
- Incessant attacks on radicals



# **CAPITALISM & DEMOCRACY**

## ***FUNCTION OF CAPITALIST STATE'S DEMOCRACY***



- Guarantee accumulation of capital
- Preserve & temper class rule
- Raise money to fund state
- Regulate labor
- Facilitate commerce
- Ensure buying power
- Subsidize private corporations
- Sanction corporate self-regulation
- Advance global interests of corporations

# CAPITALISM & DEMOCRACY

Democracy does not dominate capital

Democracy submits to capital.

Capitalist democracy atomizes citizens to individuals asking capital's favorite question: *What about Me?*

## **PREMISE #2**

**Teachers and curriculum have been subject to ever intensifying policy regimes that attack academic freedom and discourage critical social analysis**

Neoliberal education reform (#GERM)

- Marketization/privatization of education
- Human capital policies for teachers
- Regulation of what people know and how they come to know it

# CAPITALIST SCHOOLING

The Reagan-Bush-Clinton-Bush-Obama education agenda: *Regulation of what people know and how they come to know it*

- The regimentation of curricula (phonics, the eradication of history and academic freedom)
- Racist and anti-working class high stakes examinations
- The deepening militarization of schooling

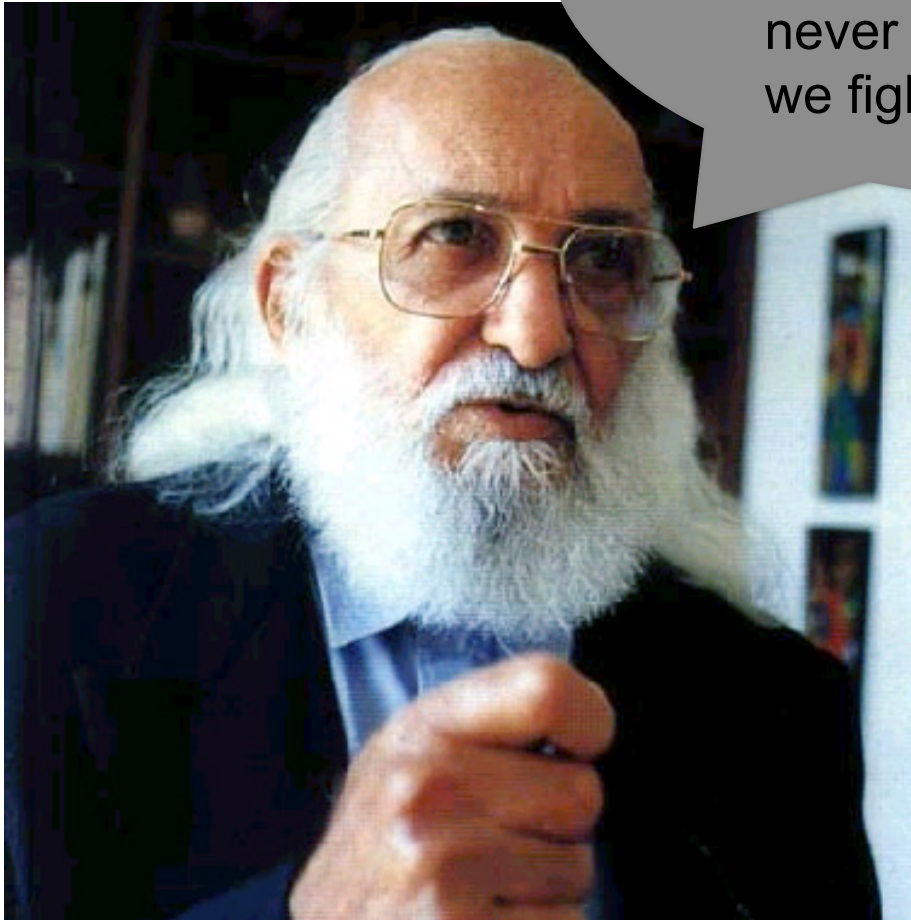
# CAPITALIST SCHOOLING

Primary role of capitalist schooling: *social control*

Winning children of poor & working classes to be loyal, obedient, dutiful, and useful, to the ruling classes under a variety of lies:

- We are all in this together;
- This is a multicultural society;
- Democracy trumps inequality, we all can be President / Prime Minister, etc.

Citizenship implies  
*freedom*...Citizenship is  
not obtained by chance: It  
is a construction that,  
never finished, demands  
we fight for it.





# **SOCIAL CONTROL & CITIZENSHIP EDUCATION**

John Dewey: all societies use education as means of social control  
(*Democracy and Education*, 1916)

Paul Taylor: We must decide what ought to be the case. We cannot discover what ought to be the case by investigating what is the case  
(*Normative Discourse*, 1961)

Social reconstructionists in U.S. (circa 1930s) argued teachers should work toward social change by teaching democratic principles, collectively responsibilities and social and economic justice (e.g., Counts, Rugg)

# **SOCIAL CONTROL & CITIZENSHIP EDUCATION**

**Arizona:** Mexican American Studies (all ethnic studies) in schools declared “illegal” by state government.

**Texas:** 2010 revision of state curriculum standards judged by historians as undermining the study of social sciences in schools by misrepresenting and distorting the historical record of US society (e.g., stressing superiority of capitalism, questioning secular state, presenting conservative philosophies in more positive light).

**Jefferson County, Colorado** (2014) school board attack on history curriculum.

**Prince Rupert, BC** school board attack on “political messages” in school.

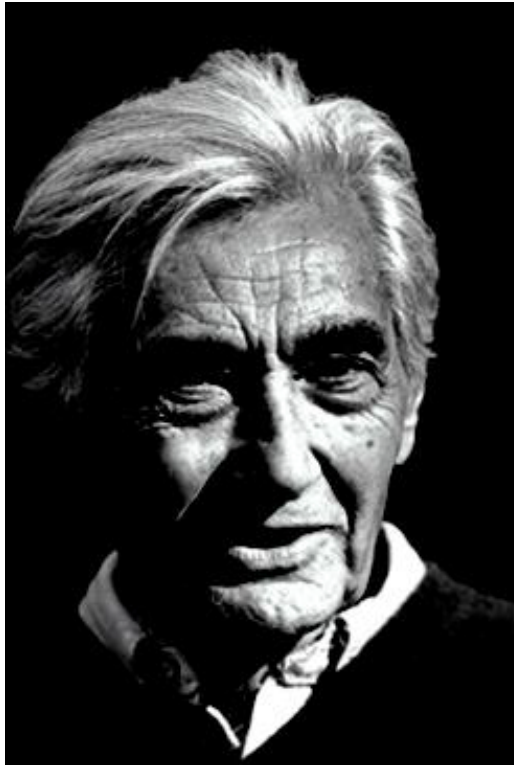


**“2(B) OR NOT 2(B)”  
BC TEACHERS BANNED FROM  
WEARING THIS T-SHIRT IN SCHOOL**

Review criteria shall include the following: instructional materials should present the most current factual information accurately and objectively. ***Theories should be distinguished from fact.*** Materials should promote citizenship, patriotism, essentials and benefits of the free enterprise system, respect for authority and respect for individual rights. Materials should not encourage or condone civil disorder, social strife or disregard of the law. Instructional materials should present positive aspects of the United States and its heritage. Content pertaining to political and social movements in history should present balanced and factual treatment of the positions.

**CURRICULUM REVIEW GUIDELINES  
JEFFERSON COUNTY (COLORADO)  
SCHOOLS (2014)**

# PREMISE #3



**“Civil disobedience is not our problem. Our problem is civil obedience. Our problem is that people all over the world have obeyed the dictates of leaders... and millions have been killed because of this obedience...Our problem is that people are obedient all over the world in the face of poverty and starvation and stupidity, and war, and cruelty. Our problem is that people are obedient while the jails are full of petty thieves... (and) the grand thieves are running the country. That’s our problem.”**

Howard Zinn

## **PREMISE #4**

**We need new pedagogical imaginaries for teaching because traditional conceptions of “democratic” citizenship are bankrupt, perverted by capitalism’s triumph over the interests of the public(s).**

- Post-left, insurrectionist anarchism and politically inspired performance artists who aim to creatively disrupt everyday life offer models for creative pedagogies of resistance.



## CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

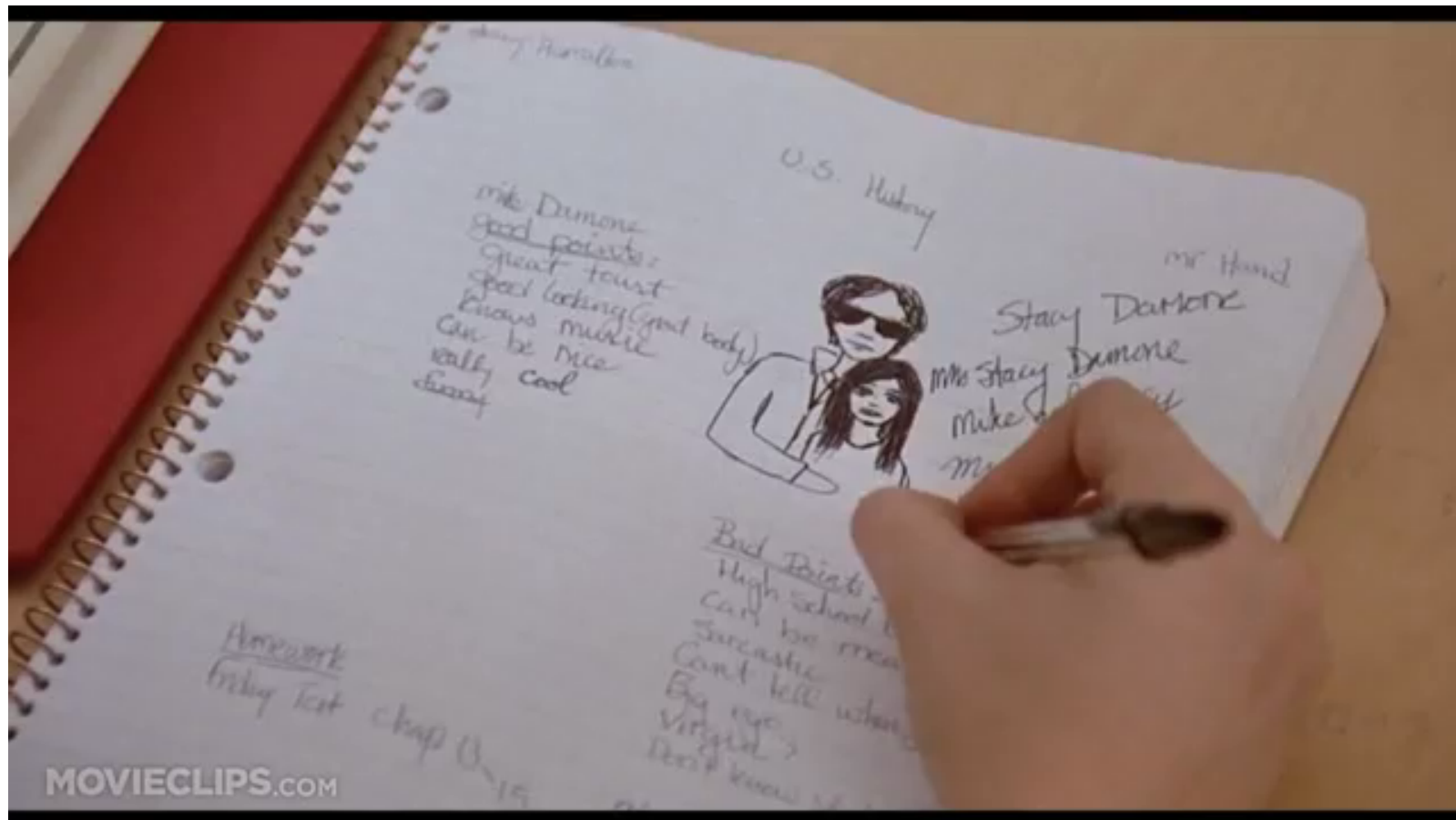
de Certeau's *la perruque* (trans: wig) – the diversionary practice of using employer's resources for personal use.

*The workers own work disguised as work for the employer. It differs from pilfering in that nothing of value is stolen...The worker who indulges in la perruque diverts time from the factory for work that is free, creative, and precisely not directed toward profit.*

*(The Practice of Everyday Life, 1984)*

**Mr. Hand and Jeff Spicoli hint at the concept of *la perruque* in *Fast Times at Ridgemont High* (1982)**

[https://www.youtube.com/watch?v=6J8\\_fWphE0](https://www.youtube.com/watch?v=6J8_fWphE0)





## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

**The Yes Men:** Culture jammers impersonating corporate criminals to publicly humiliate them and give journalists excuses to cover important issues. Yes Lab:

<http://yeslab.org/projects>



## CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

**Temporary Autonomous Zone** (Hakim Bey): An alternative to traditional models of revolution. T.A.Z. doesn't wait for revolutionary moment, it is an uprising that creates free, ephemeral enclaves of autonomy in the here-and-now, avoiding direct confrontation with the state.

<http://beautifultrouble.org/theory/temporary-autonomous-zone/>



# ¿Que Valor Tiene Su Carne?

Averigue como usted puede participar en el Nuevo Mercado Global de la Carne Humana que tráfico con la faena de trabajo, cuerpos y órganos. ¡Este Mercado fue hecho posible gracias a las nuevas tecnologías bio-médicas y genéticas- incluyendo la reproducción asistada y transplante de órganos- y a las tecnologías de la comunicación digital!

## Perfil del Sujeto del Bio-Poder

Nombre:

Ciudad/Pueblo/Aldea/Otro:  País:

Correo Electrónico:  Año de Nacimiento:

Sexo: ☐ Femenina ☐ Masculino ☐ Otro

Raza: ☐ Blanco ☐ Negro ☐ Hispano ☐ Asiático ☐ Mestiza/Multi-racial ☐ Otro

Grupo Sanguíneo: ☐ O ☐ A ☐ B ☐ AB ☐ No sé Estado de Salud: ☐ Bueno ☐ Razonable ☐ Malo

Existe en su familia alguna historia de enfermedades hereditarias ☐ Sí ☐ No ☐ No sé

Yo tengo un defectuoso/enfermo (marque todos que aplican): ☐ Riñón ☐ Pulmón ☐ Hígado ☐ Corazón  
☐ Páncreas ☐ Córnea ☐ Piel ☐ Médula espinal

Yo soy: ☐ Documentado ☐ Indocumentado Tipo de trabajo: ☐ Manual ☐ de Servicio ☐ de Conocimiento/Intellectual

Mi trabajo envuelve cruzar las fronteras nacionales: ☐ Regularmente ☐ Ocasionalmente ☐ Muy Raramente ☐ Nunca

Salario anual (en USA dólares): \$

## Valor de los Partes del Vendedor en el Mercado de la Carne Humana

Este es el valor aproximado en el mercado libre de sus MBH (Materiales Biológicos Humanos) y faena de trabajo. ¡Que tiene usted para vender!

1. Algunos creen que el valor de un órgano o de los MBH (Materiales Biológicos Humanos) debería estar basado en las ganancias perdidas durante el tiempo de recuperación total luego de una operación de transplante- tiempo estimado de 3 meses. Calcular el valor de sus ganancias se usabilides en un plazo de 12 semanas.

\$

## CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

Calculate your Flesh Worth using this handy form, from subRosa's International Markets of Flesh



## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

**Surveillance Camera Players**



## DÉRIVE (DEBORD/SI)

*Dérive*, literally “drifting”, implies mode of experimental behavior linked to the conditions of urban society.

SI *psychogeography* referred to the study of the effects of the geographical environment on the emotions and behavior of individuals.

In a *dérive* one or more persons drop their usual motives for movement and action and let themselves be drawn by the attractions of the terrain and the encounters they find there.

**DÉRIVE**

**JASMINE REVOLUTION (BEIJING, 2/20/2011)**

[HTTP://WWW.YOUTUBE.COM/WATCH?V=DKBCEA-WEMQ](http://www.youtube.com/watch?v=DKBCEA-WEMQ)



## DÉTOURNEMENT (DEBORD/SI)

*Détournement* involves capturing various spectacular images and turning them around in a new presentation to subvert the authority of the sign and the significations it sets in order.

In other words, *détournement* is a variation on a previous media work, in which the newly created one has a meaning that is antagonistic or antithetical to the original.



## CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES

Détournement example



## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

Détournement example



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Détournement example





## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

**Détournement example**



## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

Détournement example



## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

**Détournement example**



**HEALTH CARE**



**BEFORE OLYMPICS**

## **CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES**

Détournement example

SEARCH

The Web

CNN.com

Search

ENHANCED BY Google

Home Page

World

U.S.

Weather

Business at CNN MONEY

Sports at SI.com

Politics

Law

Technology

Science & Space

Health

Entertainment

Travel

Education

Special Reports

## Bush spells out "War is Peace" policy

Friday, June 13, 2003 Posted: 12:29 AM EST (0529 GMT)

**WASHINGTON (AP) -- Today President Bush revealed details of his "War is Peace" foreign policy initiative in a press conference today.**

Putting the 'War is Peace' policy boldly into action, the Bush administration is strongly supporting Israeli hardliners in their attacks on Palestinian dissident groups.

The 'War is Peace' policy is part of a two pronged faith based 'Ignorance is Strength' initiative inaugurated by the Bush camp, the other being the successful domestic 'Slavery is Freedom' policy begun with the enactment of the Patriot Act and the creation of the Department of Homeland Security.

"We are re-writing history" President Bush told the the assembled press today. "Who controls the past, controls the future: who controls the present controls the past," Bush continued, "Day by day and almost minute by minute the past will be brought up to date."



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Homeland Security Director Tom Ridge tried to reassure Americans there is no reason to panic as



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## CREATIVE DISRUPTION OF EVERYDAY LIFE: PEDAGOGICAL POSSIBILITIES



战无不胜的马克思列宁主义、毛泽东思想万岁!



LONG LIVE THE INVINCIBLE NEO-LIBERAL  
REVOLUTION AND DAVID CAMERON THOUGHT!

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**CREATIVE DISRUPTION OF EVERYDAY LIFE:  
PEDAGOGICAL POSSIBILITIES**



CAROLYN WARNER  
SUPERINTENDENT



Arizona  
Department of Education

1535 WEST JEFFERSON  
PHOENIX, ARIZONA 85007  
271-4361

**BORED WITH SCHOOL?**

Well, school is boring. It's no secret that a lot of you feel that you are wasting your time here. You feel you are spending years commuting to the boredom of school to prepare yourselves for a life of dull, meaningless tasks.

But that's the way life is, and that's the way it has always been. You have a responsibility to society, though, and that's what counts. Your teachers and principals, and later your bosses know what's good for you. After all we're in power and you're not. You depend upon us for your survival, so you really shouldn't mind taking orders.

Remember, your diploma is your "passport to a good job." We are preparing you to take your rightful place in society as productive citizens. As responsible adults. Even if it isn't much fun.

A lot of you are concerned where our society is going. But, remember, we're always one step ahead of you. We're making reforms every day. True, they don't make your lives any less dull and meaningless. But they do make you feel better about authority.

But some of you don't want to play our little game, thinking you are just participating in your own boredom. Some of you even feel you could run your own lives! Now isn't that ridiculous?

So, to make these malcontents envious, and to insure your loyalty, we are offering a CASH REWARD of \$20 and a button (shown here) to any student who presents an essay on "why I like being a student" to the Department of Education. An additional cash prize of \$200 will be given to the pupil who best fits our definition of "good student" based on these essays. Our generosity shouldn't surprise you. After all, money is all we can give you.

Send or, better yet, deliver your essays to:

Arizona Department of Education  
1535 W. Jefferson  
Phoenix AZ 85007

We're helping you help us.

A handwritten signature in cursive script, reading "Carolyn Warner".

Carolyn Warner  
Superintendent

## **TO BE HOPEFUL IN BAD TIMES IS NOT JUST FOOLISHLY ROMANTIC ...**

“To be hopeful in bad times is not just foolishly romantic. It is based on the fact that human history is a history not only of cruelty, but also of compassion, sacrifice, courage, kindness ... And if we do act, in however small a way, we don't have to wait for some grand utopian future. The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.”

Howard Zinn

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