

A ZINE ON SURVIVING AND
DISMANTLING THE
ACADEMIC INDUSTRIAL
COMPLEX
- A WORK IN PROGRESS

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WHAT IS A ZINE? AND OUR INTENTIONS

A zine is what you are holding in your hands and/or looking at - it is a Do It Yourself book.

You can share and/or print the pdf, copy it with a copy-machine or pass it around.

It can be text, drawings, collages or whatever you would like.

Our intention with this zine is to share some reflections and experiences with teaching within the neoliberal university / the academic industrial complex and hopefully both inspire other people to resist and dismantle oppressive knowledge production structures as well as share some strategies on surviving academia as an activist/scholar working from a marginalized position.

WHAT IS THIS ZINE ABOUT?

This zine is a combination of reflections on a collaborative teaching experience and a counter-archive (Haritaworn, Moussa and Ware, 2018) of QTIBIPOC anti-colonial knowledge. A few years ago we (Nico and Oda-Kange) taught an applied anthropology course on norm-critique and discrimination to a group of predominantly white, middle class cisgender students. The class was organized as a collaboration with a local NGO, and the students were given the task to study issues of discrimination and exclusion within youth, leisure activities.

Our students had very limited theoretical and methodological knowledge of racialization, cis- and heteronormativity, intersectionality, (de)coloniality and marginalization. Therefore, we experienced that many students gravitated towards potential field sites where they assumed to find racial and gendered 'others'. This gave us the opportunity to examine, and therefore challenge, what students of anthropology are often taught in terms of 'the other', positionality, accountability in research and particularly dynamics of insider/outsider and researcher/researched.

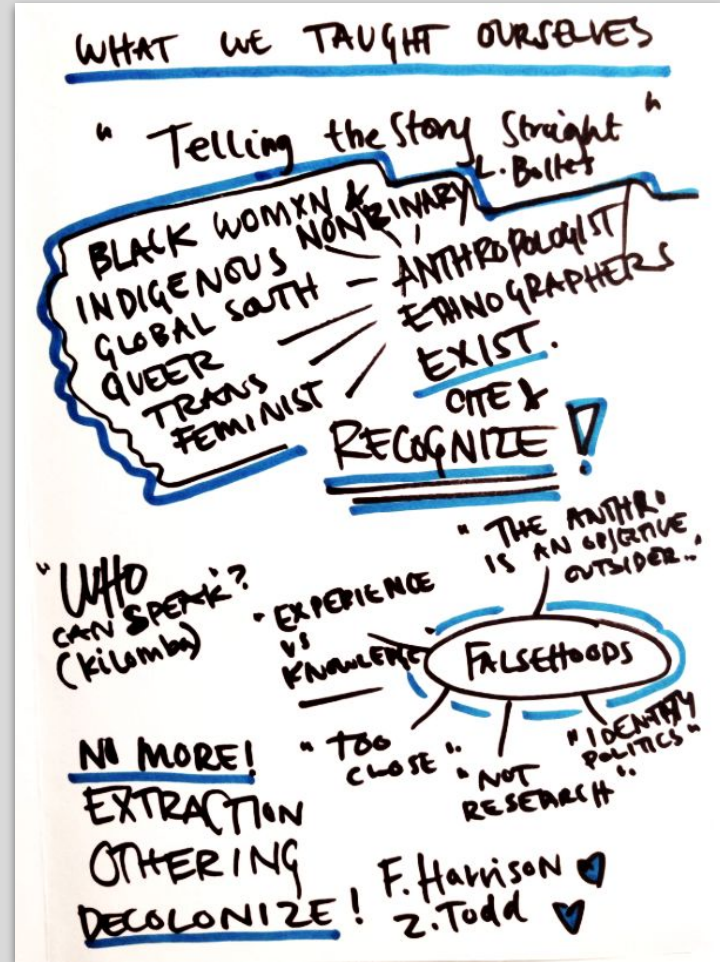
Designing the course as a counter-archive helped us guide the students' investigation their own positionalities and research interests, how to incorporate tools of accountability and justice in anthropology, as well as how we dealt with discomfort in the classroom.

We hope this zine will contribute to a collective discussion on how we can use norm-critical and anti-colonial tools to better European standards of Anthropological education, while navigating the deeply colonial, cis- and heteronormative fabric of what is considered canon.

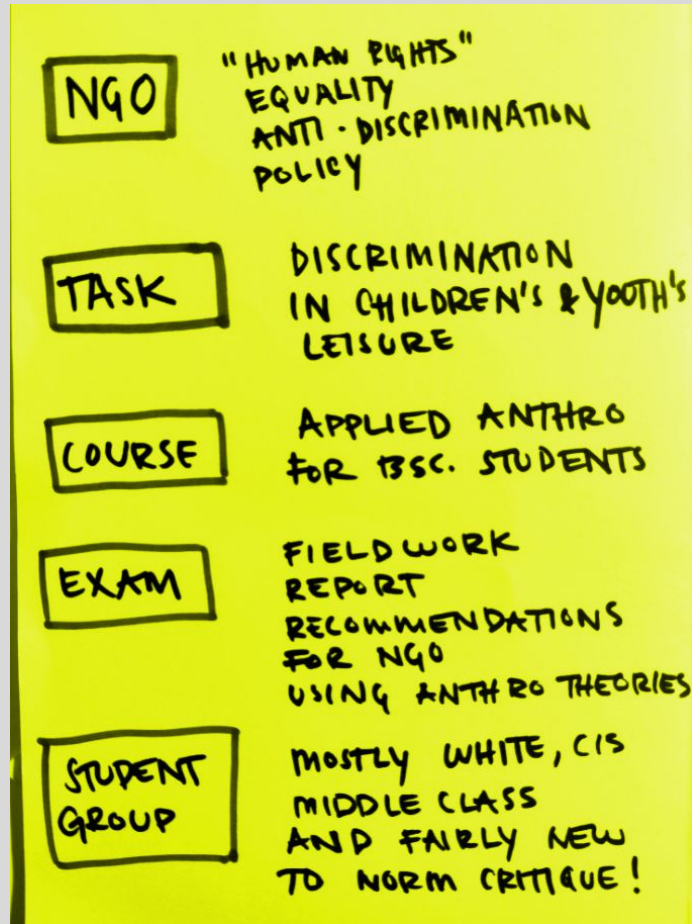
WHAT DID THEY TEACH US ABOUT ANTHROPOLOGY?



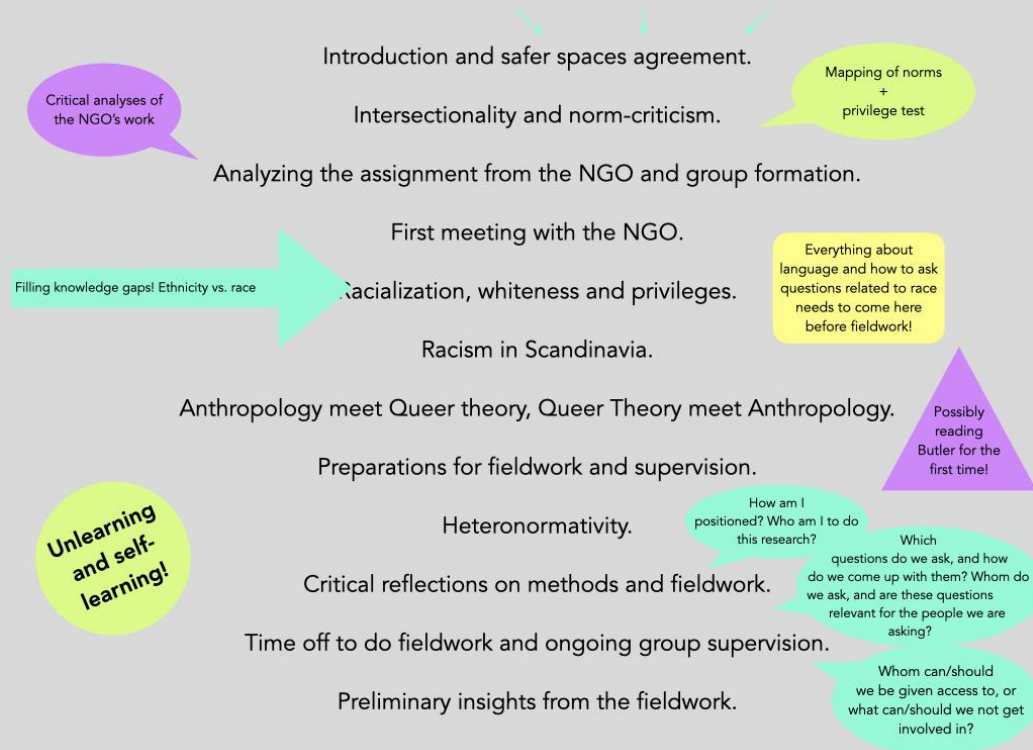
WHAT WE TAUGHT OURSELVES: CREATING A COUNTER-ARCHIVE



THE TEACHING SETTING OF APPLIED ANTHROPOLOGY



(RE)BUILDING: COURSE AND CURRICULUM



(RE)BUILDING: COURSE AND CURRICULUM

Empowerment, separatism and safer spaces.

Inspiration for students' recommendations to the NGO.

Anthropology in trouble.

Critically interrogating the discipline, anthropological canons and citational politics

Midway meeting with the NGO.

Language, pronouns, decoding gender perceptions!

Cisnormativity and the gender binary.

Feminism, Critiques of white feminism, Black and brown feminism.

LGBTQ+ organizing, homonormativity and queer necropolitics.

Group supervision and inputs for the writing process.

The Nonprofit Industrial Complex.

Discussion exercise on NGOs and social justice struggles. Applying the theory to 'our' NGO!

Decolonizing Anthropology.

Practice pitch and pitch for the NGO.

Evaluation.

Staying with the trouble. Keep digging deeper!

COLLECTIVE SAFER & BRAVE SPACE AGREEMENT

How can we **actively** create a safer space for learning?

What should we be aware of?

Is there anything we do not allow in the room?

How do we handle possible conflicts?

How do we deal with discomfort?

COLLECTIVE SAFER & BRAVE SPACE AGREEMENT

PRIVILEGE TEST

It is important to remember, that what we are reading about is not only theoretical, it is real to people, and also may be for someone who is in the room.

We want to explicitly establish that it is okay to put your foot down, set boundaries and correct people (calling in/calling out).

If you are being told that you are saying something problematic, do not go into defense mode. Instead, try to listen, read up on it and change your behavior in the future.

Be careful not to put others in the position of being the representative of a particular identity, position or life experience (tokenism).

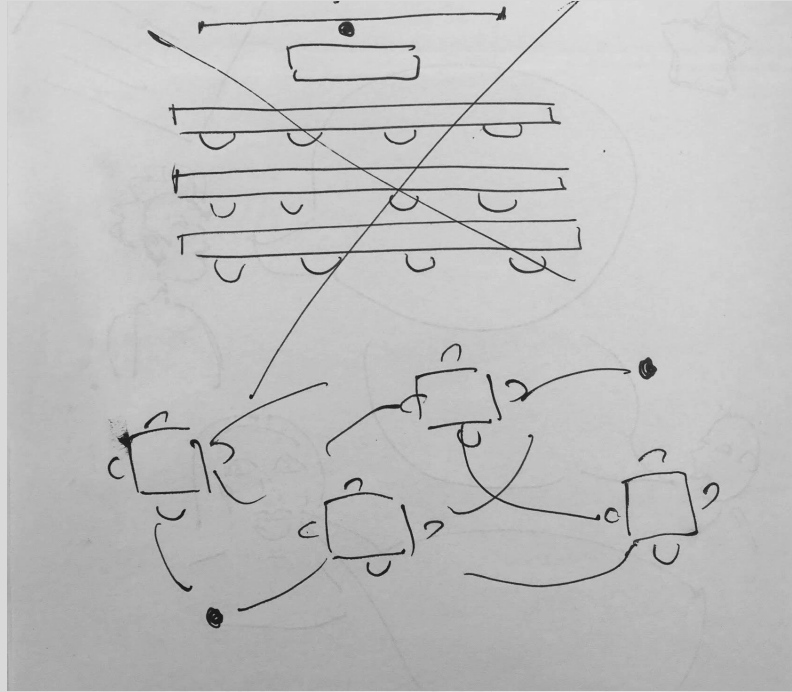
Do not question people's experiences, do not speak on behalf of others, try not to qualify or negate the experiences of others.

What are the benefits of being granted these privileges?

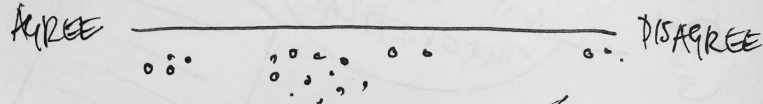
How are you (also unintentionally) part of reproducing different norms? And what can you do to change it?

How do your positions and privileges affect your worldview, research practices, analysis and work? For example, what can you see / not see from your position? Which questions do you ask / do you not ask in the field? How do you interpret what people say?

REORIENTATION: THE CLASSROOM



SCALE EXERCISE



DISCOMFORT

How to ask this??

Does that mean there is nothing I can research because I am white, cis, heterosexual and middle class?

But, but ... then what can I ask them??

SILENCE

I just want to make a difference in the world. Why does it have to be so hard?!

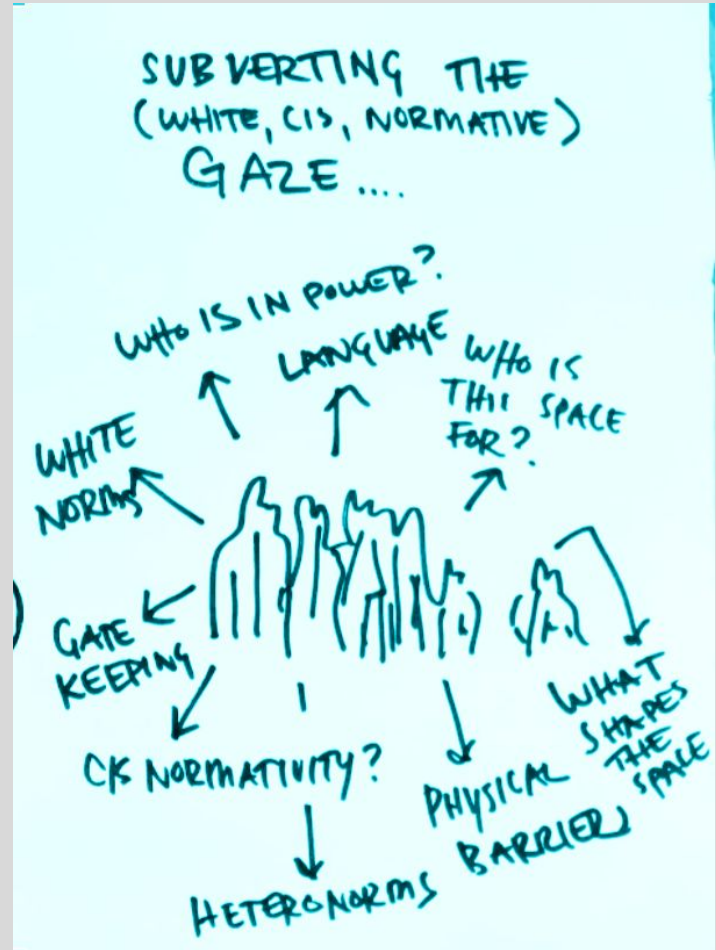
Why don't I get the same recognition as in other classes??

Resistance

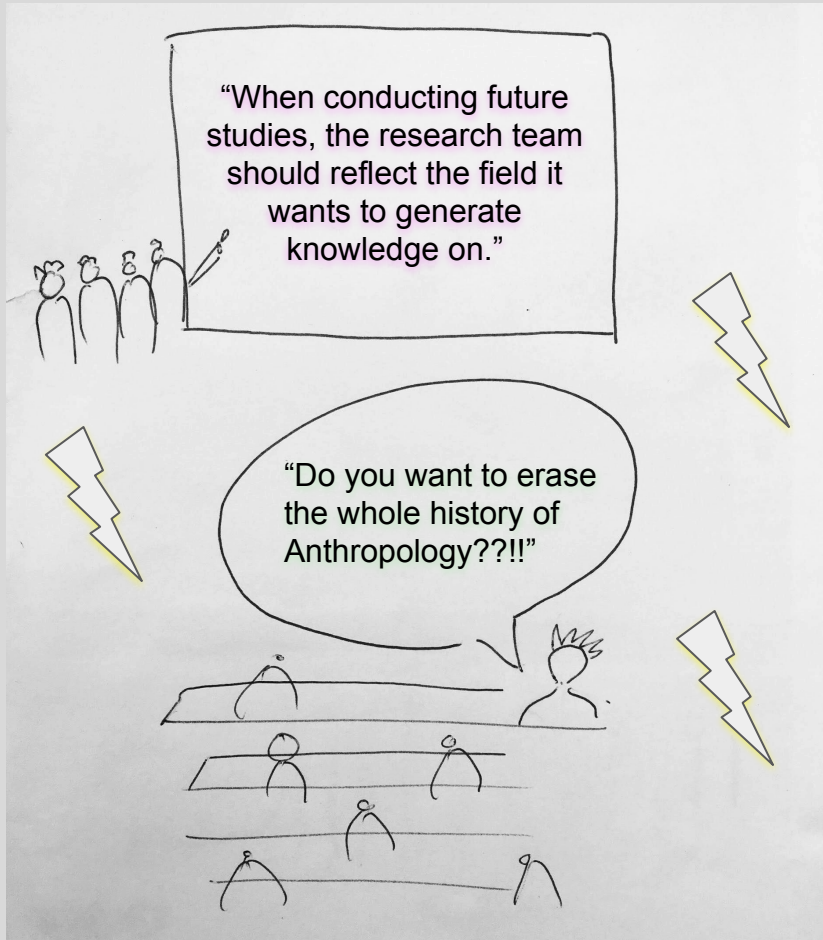
STUDENTS' CONSTRUCTIONS OF FIELDS



SUBVERTING THE GAZE



PRESENTING FOR THE NGO - INSTITUTIONAL RESISTANCE



COLLECTIVE HEALING

