

SELF-DIRECTED WORKSHOP GUIDE

THE PEDAGOGICAL IMPULSE

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SCORES FOR THE NEOLIBERAL UNIVERSITY

THEMES

Decolonial Institution
Pedagogy
The neoliberal university

ENGAGING WITH

An Empty Shell by
Rodrigo Hernández Gómez
Fluxus

PARTICIPANTS

3 - 15

ABOUT THIS WORKSHOP

In this workshop, participants research and produce Fluxus-inspired scores that aim to question, highlight or critique the entanglements between neoliberalism and the university. Participants can choose to discuss and create around the subjects of “minority difference” or the “neoliberal university.”

The self-guided workshops explore the *Instant Class Kit*, a portable curriculum guide and pop-up exhibition. The kit brings together contemporary curriculum materials in the form of artist multiples such as zines, scores, games, newspapers and other sensory objects. The items in the kit strive to deliver a curriculum based on the values of critical democratic pedagogy, anti-racist and anti-colonial logics, and social justice. The self-guided workshops explore and activate some of the kit contents.

SUBJECT 1: MINORITY DIFFERENCE

During the 60s' ethnic and women studies protests in the US demanded the radical re-articulation of the meanings around minority difference. Not only for representation but also for redistribution of power and means of subsistence. However, dominant institutions, like the state, capital and the academy, attempted to reduce the initiatives of oppositional movements by co-opting them and reducing them to an abstract promotion of minority representation. This co-optation permeates contemporary academia, a space that still does not fully satisfy the material and social redistribution of minorities. In groups participants will think about the ways in which institutions exercise power upon the daily lives of minoritized subjects and knowledges (e.g. abstract ways of valorizing difference instead of redistributive actions).

SUBJECT 2: THE NEOLIBERAL UNIVERSITY

The university is increasingly under restructuring processes that privilege market-oriented forms of governance based on a corporate managerial model. This can be seen in the increase of individualization and competition among academic workers, the outcome-focused pedagogy and research, or the ever-rising fees and the consequences of student debt accumulation. Ultimately, the results of neoliberal and managerial logics on the university has mined the collaborative and collective ways of learning and researching in which students and professors are embedded. In groups participants will think about the consequences of the corporatization of the university (e.g. student debts, anxious competition, etc.).

In addition to, Rodrigo Hernández-Gómez's work, you can look up in Elana Mann's *The People's Microphony Songbook*, the piece named *Student Debt*.

ACTIVITIES

PART 1:

- Participants introduce themselves adapting one of Rodrigo Hernández-Gómez's scores. We suggest *Calling*. Using a small piece of paper, participants write down their intentions for the day/workshop. They keep their intention in a small glass container.
- In this first session, participants learn about Fluxus's scores and discuss the work of the artist Rodrigo Hernández-Gómez. The facilitator introduces the goal of the workshop, which is for students to create scores around one of the subjects suggested above.
- At the end of this first encounter, participants gather in pairs or groups of three and select one of the subjects.

PART 2:

- Start with a collective check-in adapting one of Rodrigo Hernández-Gómez's scores. We suggest *Listening Exercise*. Participants share their favourite words in a language that the majority do not speak.
- In groups, participants start doing research for their selected subject and brainstorming their possible scores. By the end of this session, participants should have at least three possible concepts.

PART 3:

- Start with a collective check-in adapting one of Rodrigo Hernández-Gómez's scores. We suggest *Class Feedback*. Participants introduce themselves and provide the name of an artist whose work they admire. The artist has to be Indigenous, from the global south or a woman of colour.
- Groups develop the concept of their scores and their physical or virtual presentations.

PART 4:

- In this last session, participants activate their score with the group.
- A final conversation about each groups' work is encouraged.

RECOMMENDED READINGS

Not all the readings are open sourced but they can be sent to you. If you are interested please contact us [HERE](#).

- [Miles, J. & Springgay, S. \(2019\). The indeterminate influence of Fluxus on contemporary curriculum and pedagogy. International Journal of Qualitative Studies in Education, 1-15.](#)
- Ferguson, Roderick A. (2012), Introduction in The Reorder of Things: The University and Its Pedagogies of Minority Difference, University of Minnesota Press, 2012.
- Maria Fannin & Maud Perrier (2019) 'Birth work' accompaniment and PhD supervision: an alternative feminist pedagogy for the neoliberal university, Gender and Education, 31:1, 136-152
- [Lund, R., & Tienari, J. \(2019\). Passion, care, and eros in the gendered neoliberal university. Organization, 26\(1\), 98-121.](#)

MATERIALS

- You can find the artists' bios [HERE](#) and the projects' descriptions [HERE](#)
- You can find information on Fluxus on the website [HERE](#)
- Access to google drive or other collaborative software.