

Chapter-2

TOWARDS INDIGENOUS METHODS AND PATHWAYS TO CRITICAL INTIMACIES

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ABSTRACT

This chapter initially seeks to illustrate the role the academy and conventional schools have had in perpetuating the world created by neoliberal capitalism while also exploring notions of intimacy towards transformative learning environments in higher education. Focusing less on shortcomings surrounding the materials being taught, this analysis hones in on the flaws of its organizational structure and methodology (which, in turn, leads to what material will be taught). The chapter embraces a living definition of transformative learning and will discuss the contradictions of acquiring knowledge while implementing a critical pedagogy that allows for the co-creation of intimate learning spaces as caring spaces in the stifling landscape of academia. Through a process of decolonization, deschooling, and democratization, we pursue a dramatic altering of educational methods. The authors propose the idea of critical intimacy as a concept for virtual (transformative) learning inspired by Indigenous pedagogical methods, e.g., the Zapatista, the Movimento dos Trabalhadores Sem Terra/the Landless Workers' Movement in Brazil (Freire, 1970), and the Warisata Ayllu schools (Zibechi, 2010). The chapter concludes with reflections and practical advice for an anti-oppression pedagogy within and against the neoliberal condition of higher education drawn from the authors own engagement.

Keywords: Transformative Learning, Critical Pedagogy, Neoliberal Higher Education, Decolonization, Critical Intimacy

INTRODUCTION

This chapter initially seeks to illustrate the role the academy and conventional schools have had in perpetuating the world created by neoliberal capitalism while also exploring notions of intimacy towards transformative learning environments in higher education. Focusing less on shortcomings surrounding the materials being taught, this analysis hones in on the flaws of its organizational structure and methodology, which, in turn, leads to what material will be taught. We wish to propose a critical collaborative pedagogy towards transformative learning in higher education as we face challenges to translate approaches towards full participation and collaboration. We aim to undertake this from a self-reflexive, activist informed perspective while we hope to challenge both the contractual organization of knowledge and the hegemony of academic institutions. We also seek to confront our own power and privileges of whiteness and cis-heteronormativity as scholars, which conversely affects how we relate to and learn with each other. We will offer a living definition towards transformative learning, shine a light on the contradictions of acquiring knowledge while implementing a critical pedagogy that allows for the co-creation of intimate learning spaces

THIS IS A LIMITED PREVIEW OF THE CHAPTER.

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