

SOCIAL PRACTICES .

Online .

Course .

Handout .

Dear Students,

Welcome to the Social Practices. We wish we could have met you sooner and in different circumstances. Times, however, are strange. This two-week recess was granted as a measure of care for both staff and students. We have this moment to take a breath, to digest what is happening to us on a personal and collective scale, and to adjust our plans accordingly. As teachers, we too are in a process of re/un/learning how our practices shift within this new global order. It's a bit challenging to live in interesting times, but at the very least, they are interesting.

In the meantime, while we continue our preparation work:

Here is a set of resources we have gathered for the period before classes begin on April 20. This list has been put together with enthusiasm, hope, and care to guide your online study.

- 1) Find the class you signed up for.
- 2) Go through the resources to get a head start on what to expect from each course.

3) Follow teacher guidelines, when included.

If you have any general questions about the course (process, grading, assessment criteria, etc...), you can talk to your practice coordinator during these online study weeks.

Open Office Hours for P2
CLARA BALAGUER
Social Practices Coordinator
10-11:30, THURSDAYS
LOCATION: <https://meet.jit.si/P2StudyRoom>

Your teachers have provided instructions on how to get in touch with them, if you've specific questions about their assignment and the references they included in this handout. If you don't see those instructions in this handout, check the P2 vraagstuk course page on mywdka and/or Planning and Reservations.

We are looking forward to seeing you online, on the screens and in the streams, very soon.

With care,

All Your Teachers from the Social Practices

+++++=+++++
+++++=+++++
+++++=+++++
+++++=+++++
+++++=+++++

REPAIR WORK: Mending as Making

THEORY
PRACTICE

Teana Boston-Mammah
Amy Suo Wu

j.t.boston-mammah@hr.nl
a.s.wu@hr.nl

CONTACT HOURS DURING ONLINE STUDY WEEK

Meet and Greet Cycle 1

Thursday, April 9, 10-11:30h on Teams Group

Meet and Greet Cycle 2

Thursday, April 16, 10-11:30h on Teams Group

To mend is the gesture of gluing, stitching, connecting and bonding of damaged threads. These threads may have been broken due to violence, be it psychological, viral, emotional, physical, sexual, political, institutional, or environmental. Mending can be a method and metaphor to reweave the ruptured connections to our senses and body, friends and family, to the material, social or ecological. It is the practice of care and interdependency within our collective condition of isolation and vulnerability.

As a method of making, mending doesn't place cognitive knowledge (brain work) higher than tacit knowledge (hand work or craft), but sees them as important as each other and working together in a collaboration. The craft of mending challenges the idea of making to mean starting from 'scratch' but also making as something that needs to be a big grand gesture. Mending can be a small intervention that binds two existing things together, think of the small stitches to reconnect the torn fabric. Furthermore, what does making mean in this new context where are without the hi-tech resources of the school's station? Mending can be about making do, about using the limited resources you have at hand and in your home. The aesthetics of mending may also help to challenge aesthetic values set by institutional powers that uphold certain legitimizing visual languages as forms of gatekeeping power. In the best case scenario, mending aesthetics might be a small step in the larger cause to decolonize, depatriarchise and demodernise notions of wholeness, brokenness and beauty and ugliness.

The metaphor of repair can also teach us the changing nature of things. Yoko Ono's 1966 participatory installation "Mend Piece" was restaged in New York City in 2015. A long table cluttered with broken cups and plates, scissors, tape, rubber cement, and string were available for visitors to reassemble into a new whole. I like this piece because it speaks about how mending cannot bring the item back to how it was before – because disconnection irreversibly changes the existing form – but rather opens up new versions and imaginings. Mending reminds us on the one hand of the impossibility of fixing or the return to something and on the other hand of the possible futures forms that we can make, even if they are small gestures that are poetic and tender.

REFERENCE LIST

These references are specific to the theme **Repair Work: Mending as Making**.

We do not expect you to read all these sources. They are there for you to pick some sources that speak to you :)

MENDING

Essays/Articles/Books

- Repair: The Impulse to Restore in a Fragile World. By Elizabeth V. Spelman <https://www.goodreads.com/book/show/8862476-repair>
- Repair manifesto by Joanna van der Zanden and Gabriele Oropallo: <http://www.platform21.nl/download/4453>
- Mending the divide between politics: <https://eyeondesign.aiga.org/can-graphic-design-help-mend-a-political-divide/>
- Sublime imperfection reading list: <http://www.as-we-read.com/readinglists/sublime-imperfections/>
- Mending essay, Amy Suo Wu?
- Self as Other, Reflections on Self-Care: https://cloudfront.crimethinc.com/pdfs/self-as-other_for-screen.pdf

Exhibition

- Repair and design futures https://risdmuseum.org/exhibitions-events/exhibitions/repair-and-design-futures#content_section--projects-publications--969591

Art Projects

- Michael Swaine, Free mending library
- Lee-Ming-Wei, Mending project
- Liz Collins, Walking wound
- Yoko Ono, Mend piece

Practices

- Joanna van der Zanden, Repair society : <http://www.throwingsnowballs.nl/index.php/2018/02/04/repair-society/>
- The role of the art conservator: <http://www.vam.ac.uk/content/journals/conservation-journal/spring-2013-issue-61/historic-repairs/>
- Repair in the museum: <https://www.circulardesign.org.uk/research/repair-making-museum/>

Techniques

- Invisible mending: <https://www.japansociety.org/event/invisible-mending-the-magic-of-kimono-restoration>
- Visible mending: <https://visiblemending.com/>
- Sashiko mending <https://www.vox.com/the-goods/2019/3/25/18274743/visible-mending-sashiko-mending-fast-fashion-movement>
- Kintsugi, Japanese art of repairing pottery: <https://en.wikipedia.org/wiki/Kintsugi>
- TOP 12 STITCHES IN HAND EMBROIDERY: <https://www.youtube.com/watch?v=go89e8xpVYs>

On mending social isolation (physical disconnection)

- How to Cope with Self-Isolation, According to a 9th Century Islamic Philosopher: <https://medium.com/alif-traditional-wisdom-in-review/how-to-cope-with-self-isolation-according-to-a-9th-century-islamic-philosopher-e7e6f0f0df75>
- I Spent a Year in Space, and I Have Tips on Isolation to Share: <https://www.nytimes.com/2020/03/21/opinion/scott-kelly-coronavirus-isolation.html>
- How to Survive Pandemic Reentry: Astronauts have given us some useful tips for surviving isolation: <https://www.theatlantic.com/science/archive/2020/03/coronavirus-astronauts-isolation-social-distancing/608893/>
- COVID-19 & Your Mental Health: A Comprehensive Resource Guide: <https://peak-resilience.com/blog/2020/3/15/covid-19-amp-your-mental-health-a-comprehensive-resource-guide?fbclid=IwAR0JpiPVYVgnxAUPIJBXAe5pxOdTMgmRpohmZ58QMHVan2CqDsFnGnzSZMU>
- RESOURCES TO STAY PHYSICALLY AND MENTAL HEALTHY DURING THE CORONAVIRUS PANDEMIC: <https://docs.google.com/document/d/1xuOFtTlby9sdkM6VIJ6yHe8df2BHo1w8idSezFxrjw/edit?fbclid=IwAR1mYttUN1QDqOBT1CEQJ90zhiyP8SrnjMb11Xdhqto4a8vsFEEHVvjndV0>

TEXTILE POLITICS + STORY TELLING

Books

- Fray: Art and Textile Politics. Watch lecture by author here: <https://www.youtube.com/watch?v=N3Vgl6sFckE>

On remembering what should not be forgotten

- Aids Memorial Quilt: https://en.wikipedia.org/wiki/NAMES_Project_AIDS_Memorial_Quilt
- Hmong refugee story clothes: <https://www.kshs.org/kansapedia/hmong-story-cloth/10367>
<https://www.nationalgeographic.org/maps/hmong-story-cloth/>

Subversive textile practices

- Underground Railway Quilt code (historically dubious but interesting nonetheless): https://en.wikipedia.org/wiki/Quilts_of_the_Underground_Railroad
- Arpilleras: <https://en.wikipedia.org/wiki/Arpilleras>
- Kangas: <https://eyeondesign.aiga.org/the-secret-subversive-revolutionary-language-of-the-east-african-kanga/>
- Knitting used as an espionage tool: <https://www.atlasobscura.com/articles/knitting-spies-wwi-wwii>
- Greek myth of Philomela: <http://web.colby.edu/ovid-censorship/censorship-in-ovids-myths/philomela-ovid-silencing-censorship/>

PUBLISHING

Queer and feminist publishing

- Loraine Furter <https://www.lorainefurter.net/en>
- Girls Like Us: <https://www.glumagazine.com/>
- Sara Kaaman: <http://www.sarakaaman.com/>
- Rietlanden womens office: <https://rietlanden.womensoffice.nl/>
- Nate Pyper: <http://natepyper.com/>
- Queer.Archive.Work: <https://queer.archive.work/>
- Other publishing: <https://www.instagram.com/otherpublishing/>
- Rin Kim: <https://rinkim.com/>
- Glossary of Undisciplined Design festival: <https://a-z.undisciplined.info/>
- MMS (feminist graphic design collective): <http://www.mms-arkiv.se/>

Decolonising design and publishing strategies:

- “Decolonizing Means Many Things to Many People”:
<https://eyeondesign.aiga.org/decolonizing-means-many-things-to-many-people-four-practitioners-discuss-decolonizing-design/>
- ‘As for not’ is an incomplete historical survey of work created by African-American graphic designers from 1865 to 1999 curated by Jerome Harris <http://www.jwhgd.co/>. As for not: <https://www.instagram.com/asnotfor/>
- Decolonising Designer reader
https://docs.google.com/document/d/1Hbymt6a3zz044xF_LCqGfTmXJip3cetj5sHlxZEjtJ4/edit By Ramon Tejada: <https://ramongd.com/>

- What Does It Mean to Decolonize Design?
<https://eyeondesign.aiga.org/what-does-it-mean-to-decolonize-design/>

Publishing in not only Western contexts

- Display Distribute (Asia) <https://displaydistribute.com/>
- The Semi-Autonomous Zine: Charting Margins and Peripheries in Independent Publishing (Asia)
<https://aaa.org.hk/en/ideas/ideas/shortlist-the-semi-autonomous-zine-charting-margins-and-peripheries-in-independent-publishing>
- Exhibition on publishing as a tactic in the Middle East: <https://www.art-agenda.com/announcements/305237/how-to-maneuver-shape-shifting-texts-and-other-publishing-tactics?fbclid=IwAR3qdkeNGFrIX65JNbfRB0eedIAXxnxXgTAOCgGcoilakuiwvDfXQ9Lvu1E>
- Hardworking Goodlucking (Phillipines):
<https://eyeondesign.aiga.org/filipino-sign-painting-typography-is-awesome-and-other-insights-from-the-hardworking-goodlooking-duo/>
- Nontsikelelo Mutiti (US and Zimbabwe): <http://nontsikelelomutiti.com/>

Self publishing in the time of Covid-19

- Quaranzine:
https://www.facebook.com/pg/quaranzineberlin/about/?ref=page_internal
- Quaranzine: https://www.instagram.com/the_quaranzine/
- Madonna makes coronavirus diary in her bath (lol)
<https://www.papermag.com/madonna-coronavirus-diary-bathtub-naked-2645574901.html?rebellitem=6#rebellitem6>

GENERAL REFERENCES FOR P2 CULTURAL DIVERSITY PRACTICE

All the references collected here below are from cultural practitioners whose drive is connected to the themes explored in the field of Cultural Diversity. While we have more sources, we have made a selection so as not to overwhelm at this moment.

ILLUSTRATION

- Sherif Adel <https://www.behance.net/barbatoze>
- Emery Douglas <https://www.nytimes.com/2016/10/16/arts/fifty-years-later-black-panthers-art-still-resonates.html> + a lot of his work can be seen on google images
- Feminism and cartoon illustrations <https://www.artsy.net/article/artsy-editorial-feminist-comic-book-broke-cartoon-industrys-boys-club>
- Ali Dorani <https://procartoonists.org/tag/ali-dorani/>

PERFORMANCE & SOUND & IDENTITY

- Yun Ingrid Lee <https://www.yunlee.digital/>

PERFORMANCE AND CONNECTIING

Abrahams, Pinheiro and Parra <https://bram.org/distantF/>

PERFORMATIVE PUBLISHING

- Femke Snelting http://snelting.domainepublic.net/femke_snelting

ARTISTS ON ADVERTISING & REPRESENTATION

- Hank Willis Thomas <http://medillnews847.com/jour320/spring18/final/blockmuseum/index.html>
- Charles White <https://www.moma.org/calendar/exhibitions/3930?locale=en>
- Kara Walker <https://www.artsy.net/article/artsy-editorial-kara-walker-reaffirms-place-one-boldest-living-artists>
- Keith + Mendi Obadike <https://anthology.rhizome.org/black-net-art-actions>
- Guerrilla Girls <https://www.guerrillagirls.com/>

GRAPHIC DESIGN

- ARK (Atelier Roosje Klap) <https://www.roosjeklap.nl/>
- Amy Wu <https://amysuowu.net>

- Uncovering (US) black graphic designers <https://afropunk.com/2018/09/black-graphics-celebrating-designers-of-color/>
- Sophia Gach-Rasool//YeshiDesigns <https://nl.pinterest.com/yeshidesigns/black-girl-magic-illustrations-and-graphic-design/>

FILM / AUDIO VISUAL

- Ja'Tovia Gary <https://www.artsy.net/article/artsy-editorial-jatovia-garys-newest-film-explores-black-womanhood-sexuality-power>
- Sondra Perry <https://sondraperry.com/by-image>
- Mona Hatoum' <http://barzakh.artmuseum.pl/en/artist/mona-hatoum> video "Measures of Distance" (1988) <https://www.dailymotion.com/video/x31gw4>
- Lola Keyezua <https://keyezuavision.tumblr.com/> Queerskins <http://online.queerskins.com/#about>

SPATIAL

- Lesley Loko <https://archinect.com/features/article/150170946/decolonization-is-a-gift-ccny-s-lesley-lokko-on-questioning-architecture-s-inherited-futures>
- Virgil Abloh <https://www.youtube.com/watch?v=biFlrzTJets>

PHOTOGRAPHY

- Lola Keyezua <https://www.psp-culture.com/photography/lola-keyezua-a-romantic-realist/>
- Ingrid Pollard <http://www.ingridpollard.com/pastoral-interlude.html>

FASHION

- JOURNAL ARTICLE McRobbie 1997 Feminist Review on JSTOR "Bridging the Gap: Feminism, Fashion and Consumption".
- ART SCHOOL <https://shop.shyness.store/collections/art-school>

ART

- Adrian Piper <https://publicdelivery.org/adrian-piper-calling-card/>
- Otobong Nkanga <http://www.otobongnkanga.com/>
- Jasmine Murrell <https://jasminemurrell.tumblr.com/>
- Kader Attia <http://kaderattia.de/>

RESOURCE NETWORKS AND SELF SUFFICIENCY

THEORY	Lizanne Dirkx	l.dirkx@hr.nl
PRACTICE	Isaac Monte	i.monte@hr.nl

CONTACT HOURS DURING ONLINE STUDY WEEK

Fridays, April 10 & 17, 11-12h on Teams Group.
Also, message us on Teams whenever ☺

We live in a globalized world where human livelihoods are depending on complex resource networks. Resources such as food, materials, energy and water are transported all over the world to fulfill our growing human needs.

Governments and businesses create networks and supply chains that determine how and in what way people have or do not have access to resources.

This global throughput of resources has impact on various aspects of our lives and our living environment. It determines how ecosystems function, how landscapes change. It determines what we cook and eat, what we wear, what we share. It influences what type of art, fashion or design we make. People's livelihoods depend on the worldwide demand of goods, it determines how we make our money. The resources we use also shape our behavior: we have formed rituals and cultures around them.

There are however many threats that can disturb those resource networks. Threats can be a change in our climate, a natural disaster, a pandemic, a war. But innovations can also lead to a radical change of demand. We live in a time that makes it more relevant than ever to investigate these global networks and to look at the opposites: localities, with local networks of resources, local production with and for communities of people.

"In this assignment, students should consider how they sit within "territorial ecologies—assemblages of ecosystems, places, and communities" [2] with the intent of understanding, redefining, or acting inside of them. What is a place and how do we understand our belonging to it, in times of uncertainty, acceleration, fragmentation, and fluidity? What does it mean to live well in a place, developing a relationship of care with it?"

Source: P2 Curriculum for Social Practices

Assignment is to pick at a material resource that has an interesting lifecycle or supply chain that is disrupted already or can be disrupted in the near future. Investigate it, map it, analyse it. Find & experiment with local alternatives. Compare the two. Not only on a material, but more on a systemic level, including social and cultural changes that take place.

EXAMPLES

Salt

Salt, also known as white gold, is one of the most used and widespread minerals in the world. Salt knows a wide variety of applications, from healing and cleansing properties in a variety of rituals and cultures, to the preservation of food as well as a way to melt snow and ice.

But currently we are experiencing an excess of salt. Due to global warming, our winters are less strong, which has as a consequence less mining of salt. Due to this, ecosystems are being distorted. At the same time, thanks to modern technology, salting become a less popular method to preserve food. Finally, modern medicine takes over from alternative methods to cure illness.

Can we as designers find new purposes for salt or can we visualize the difficulties of these issues? Maybe there are opportunities in rediscovering old preservation methods or applying old rituals in our modern society. There are plenty of options.

Fresh Water

Think for example about the Dutch Water Authorities. Wastewater used to be a problem, but due to innovations the water can be treated and processed in a different way. Therefore wastewater now becomes a valuable source of raw materials such as cellulose as well as a source of renewable energy, such as biogas.

Soil

In Western Europe we see a rise of urban gardening. Home growing food or community gardening is trendy. It is seen as a nice zero carbon hobby, a community strengthening activity and a contribution to a more ecological healthy food intake. To keep in mind, where do we grow our food on? Our city soils are often depleted or polluted. Bringing new soil to our community gardens is a challenge. The topsoil that is sold in gardening shops or supermarket often comes from peatland (Germany, Poland) and by mining those natural landscapes a lot of stored CO₂ and methane is released. Plus, these natural ecosystems and inhabitants disappear. How do we keep our soil healthy without removing natural ecosystems and their inhabitants elsewhere?

Food

As the planet's population speeds towards 9 billion, it becomes impossible to continue consuming meat like we do today. Will we all be eating rice and beans? Grasshoppers perhaps? Some scientists hope to keep us eating vertebrate protein with in vitro meat. Grown in bioreactors from animal cells, in vitro meat could be a sustainable and humane alternative to raising a whole animal from birth to slaughter. The first lab-grown hamburger is already here,

but the in vitro meat technology could also bring us entirely new culinary experiences.

Source:
Next Nature Network

Oil

Many of the foods we eat are still contributing to deforestation. Palm oil has been and continues to be a major driver of deforestation of some of the world's most biodiverse forests, destroying the habitat of already endangered species like the Orangutan, pygmy elephant and Sumatran rhino. Palm oil is in nearly 50% of the packaged products we find in supermarkets, everything from pizza, doughnuts and chocolate, to deodorant, shampoo, toothpaste and lipstick. It is also used in animal feed and as a biofuel in many parts of the world.

Source: <https://www.wwf.org.uk/updates/8-things-know-about-palm-oil>

The project is different from other projects at the academy because the assignment is not to look for a solution for the challenge that is brought forth, but rather "an approach to the challenge". This way students don't have to 'solve' a challenge within three weeks, but rather learn to develop a project plan:

- + What would they do if they had 10 weeks to work on it.
- + Identify the different issues from which they can approach a certain challenge
- + Test the first, perhaps small but most crucial, part(s) of their project plan.

METHODS & TOOLS

- + System thinking
- + Mapping
- + Iceberg model
- + Tools for sharing and publishing:
padlet.com; draw.io, hotglue.org(?)

RESOURCES LIST

ARTICLES NEW EARTH

Linda Booth Sweeney, *Systems thinking: a means to understanding our complex world*

http://scpsystem.weebly.com/uploads/2/1/3/3/21333498/linda_booth_sweeney_-_systems_thinking_a_means_to_understanding_our_complex_world.pdf

J. Thackara. *Bioregioning: Pathways to urban rural connections*

http://thackara.com/wp-content/uploads/2019/12/Bioregioning_-_Pathways-to-Urban-Rural-Reconnection.pdf

ARTICLES SOCIAL PRACTICE

Arturo Escobar, *Designs for the Pluriverse, Radical Interdependence, Autonomy and the Making of Worlds*, Duke University Press, Durham and London, 2018

David A. Gruenewald, "The Best of Both Worlds: A Critical Pedagogy of Place," *Educational Researcher*, Vol 32, No. 4 (May 2003), pp. 3-12

PROJECTS / WEBSITES

<https://www.efgf.nl/english>

<https://atelier-luma.org/en/>

<https://www.thinkingtoolsstudio.org/>

<https://www.nienkehoogvliet.nl/portfolio/waterschatten/>

<https://nextnature.net/>

<https://www.earthshipglobal.com/>

<https://www.lowtechmagazine.com/>

VIDEO

Digital Food and Foodpairing (VPRO Backlight)

<https://www.youtube.com/watch?v=n6VXU1uT57s>

The Rise of Vertical Farming

<https://www.youtube.com/watch?v=WOQHwjnOTng>

FLOW: for the love of water 2008

<https://www.youtube.com/watch?v=RkdIIfArWqo>

Video on systems thinking:

<https://www.youtube.com/watch?v=-sfiReUu3o0>

<https://www.youtube.com/watch?v=ysa5OBhXz-Q>

All Watched Over by Machines of Loving Grace

<https://topdocumentaryfilms.com/all-watched-over-by-machines-of-loving-grace/>

LOCAL SOURCES AND ARTICLES

<https://nos.nl/artikel/2277442-zoutwinning-in-nederland-hoe-werkt-het.html>

https://www.standaard.be/cnt/dmf20190329_04288928

BE FAMILIAR WITH THESE TERMS (GOOGLE THEM 😊)

Bioregion

Climate Change

Ecovillage

Globalization

Permaculture (principles)

Self Sufficiency

Sustainability

Systems thinking

EXPERIMENT WITH POSSIBILITIES OF HOTGLUE. FOLLOW TUTORIALS.

www.hotglue.org



LOCKDOWN: Action & Interaction During A Global Pandemic

**PRACTICE
THEORY**

**Artúr van Balen
Shailoh Phillips**

a.van.balen@hr.nl
phire@hr.nl

CONTACT HOURS DURING ONLINE STUDY WEEK

Week 15: Self-Directed Study

Monday, 6 April	10.00-11.00	Meet & greet on Teams Group
Wednesday, 8 April	14.00-15.00	Optional check-in on Teams Group

Week 16: Self-Directed Study

Wednesday, 15 April	14.00-15.00	Optional check-in on Teams Group
---------------------	-------------	----------------------------------

lockdown | *ˈlɒkdaʊn* | **noun** *North American*: **the confining of prisoners to their cells, typically in order to regain control during a riot**

Only six months ago, people across the world were hitting the streets to protest many forms of social injustice. In Lebanon, Chile, Hong Kong, Colombia and many more places across the globe there was an uprising of movements for political change. All this has changed suddenly and radically after the outbreak of COVID-19. When will we get back to normal? Or will this lockdown be a new normal?

During the coming weeks, we will be practicing alternative modes of communication in a crisis situation. Out of these experiences we will be creating a collective publication reflecting on our experiences with the current extraordinary moment.

What forms of action and interaction are possible, taking social distance into account? How can we organise and mobilise during lockdown? How can we circulate information without being glued to our screens? How can we create support structures of care, relocate and orient ourselves from our new positions and find ways to express dissent from the confines of our limited and separated spaces?

CORE CONCEPTS **Please google the words you are not familiar with**

Biopolitics
State of Emergency
Viral / virus as idea
Underground forms of resistance
Politics of care
Dissemination of information
Publishing and circulation
Tactics / Strategies
Support Structures

TUTORS + THEIR PRACTICES

WDKA TEACHERS

Shailoh Phillips

Shailoh Phillips has a hybrid practice as an artist-activist-community organizer and (screen)writer. She has a background in cultural anthropology, philosophy, cultural analysis, interaction design, and arts education. She also teaches in the MA Photography and Society at the KABK and runs an independent community art school in Amsterdam called Salwa Foundation.

www.studiobabel.nl

Artúr van Balen

Artúr van Balen works as a visual artist with a background in environmental and creative activism, living between Berlin and Rotterdam. He has an insatiable appetite for urban interventions and actions in public space. He studied philosophy, environmental art, performance and video art and ceramic design. Since 2010 he has been making inflatable sculptures for use in actions and protests around the world and founded the open source community project Tools for Action. With the collective he works together with activist groups, schools, universities and theaters around the world. Next to this he initiated the international travelling exhibition Floating Utopias, about inflatable art and architecture.

TOOLS FOR ACTION

Shailoh and Artúr have been friends for almost 20 years already and are currently collaborating in the international Tools for Action artist group founded by Artúr, working with large scale inflatable sculptures and new forms of assembly at the intersection of performance and protest. A recent example is their involvement with the #SOSMoria campaign, demanding the immediate evacuation of the refugee camps in Greece using the SOS-morse code as a replicating tactic for home protest. It's an experiment in new ways to demonstrate under the COVID-19 pandemic.

www.toolsforaction.net

www.facebook.com/toolsforaction

GUEST TEACHER

Charlotte Catala Martin

Has been working since 10 years as a professional artist on different aspects of "living art" (durational, performative, un-created art etc.). Since 2013, she has been working in an anonymous group, in perpetual transformation, called Woodstone Kugelblitz. In the line of the Neoist movement, no one knows exactly who is in WK, and neither does she. In 2019, she started a new project called the Voluntary Fire Brigade of the Apocalypse, another informal and organic group, although not only dedicated to art. The idea was to create a solidarity and resilient network so we can be ready in case of big crisis... as we knew it would come.

Her personal artworks are always long durationals, completely mixing with life and therefore difficult to separate from from it. An example is that with her family she made various travels in self-made transport means, not knowing at all what they were doing. Beside this kind of durational things, they also self-publish.

See: <http://www.woodstonekugelblitz.org/>

Contact if you have any questions:

charlotte@woodstonekugellitz.org.

VOLUNTEER FIRE BRIGADE OF THE APOCALYPSE

This course is in collaboration with a local external partner: Charlotte Catala Martin of the Volunteer Firebrigade of the Apocalypse, a local network with performances and an offline circulating zine publications. See:

<http://www.woodstonekugelblitz.org/>

EXERCISES

Here you will find the exercises and resources for the days of self-study.

Exercise 1

Introduction: Scribbles on the Wall During Lockdown

Exercise 2

The Act of Reading

Exercise 3

Tuning In

EXERCISE 1 / Scribbles on the Wall During Lockdown

1 > Open Hot Glue.

For this exercise, we will work with the easy webediting tool hotglue.

The login info is:

<https://action.hotglue.me/?start/edit>

Account

action

Password

Performative

We are working on a collective publication for this course and ask you to start collecting material now. People in confinement often find the need to leave a trace of their presence. To count the days, to share experiences, to write letters. This is our collective wall; a site we keep working on together until the end of this course. There is a public wall to add references, and each of us has their own wall to write / draw / share images on.

2 > Find or make an empty wall; this is yours now, but other people can also see it.

Mark the date you entered. Please introduce yourself. Tag your name, style it, insert three images or photographs from your phone or device since lockdown (it can be things you saved, made, found or someone sent you).

3 > Now scribble on a wall in real too: some moment out of the computer. Take picture of it and share it with others.

4 > You can also familiarise yourself with everyone else's walls.

EXERCISE 2 / The act of reading

1 > Open Microsoft teams. Enter Performative Action. Click on Files, click on the folder [\[Resources\]](#)

2 > Read this text:

Escobar, Arturo. *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds.* Durham: Duke University Press Books, 2018.

Skim the text. Don't worry if you don't understand a lot of it at first (we will also discuss it in class). Pick a way to take notes and annotate the text. You can do this digitally (for example in Adobe Reader) or print out the texts and use highlighters and write in the margins. Take notes that will help you remember the main ideas of your interest. These notes do not have to be perfect; they are to summarise the ideas you found most appealing in the reading. Look up the author and find out who is writing, what field they are in. Read the text again more slowly and highlight words that you don't know and phrases you don't understand. Look up these things.

3> Think of a question and concrete example of an art or design project related to the text. Add these: to your wall.

4 > Browse through the list of resources. These are our suggested pool of readings for the course. (Can also be found in our shared Teams page). Please note that we do NOT expect all of you to read all of them. You are asked to follow your curiosity, and focus more in-depth on the resources that interest you most. Take your time in browsing through the pool. Open the files, look at titles, read the first few sentences, look at the images, skim through some parts. Move to the next one.

5 > Choose one article from the list that you find most appealing to you. Choose all or a part of that article that interests you most, or reflects the most compelling ideas of that work (between 300 and 500 words).

6 > Pick your favorite quote from the readings, and scribble it on your wall with the examples you found.

EXERCISE 3 / Tuning in

During this course we will be introducing a number of (international) guests - community organizers, artists and cultural workers. You will listen to their stories and try to tune into a different perspective on the situation of lockdown. Before we get started, we ask you to do the same within your own circle of contacts.

1 > Pick someone in your network who you can't visit right now and call them, write a letter, send a postcard or find a way to get in touch with them through texts, letters, images or voice conversations. Alternatively, look on the online platform of your choice (youtube, insta, FB, snapchat, tiktok etc) and tune into the story of somebody else.

2> Listen to their story. Ask open questions in a respectful way. Start a conversation with them. Try to find out how their local living conditions are affected by the COVID-19 pandemic. Try to find out and get involved what their needs are, your needs, and what you feel is needed in general.

3 > Document this conversation in a way that can be made public, taking into account the privacy and contextual needs of the people involved.

REQUIRED READING

Escobar, Arturo. *Designs for the Pluriverse: Radical Interdependence, Autonomy, and the Making of Worlds.* Durham: Duke University Press Books, 2018.

REFERENCES TO CLICK, BROWSE, WATCH, TRY AT HOME

Display Distribute / Ming Lin and Elaine W. HO

(LIGHT LOGISTICS is a person-to-person distribution network enabled by the surplus carrying power of couriers. This is a free but not-in-time service)

Dear Friend letter writing project / Estonian academy of Arts

Mail art Letters, collages, and editions, but also stamps and artists' books, thus circulated among an informal, international network, whose paternity is often attributed to the American Ray Johnson (1927–1995) in correspondence with David Zack (1938–1995), Attest to a desire to desacralize and democratize art work.

Jenny Holzer A neo-conceptual artist. The public dimension is integral to Holzer's work. Her large-scale installations have included advertising billboards, projections on buildings and other architectural structures, and illuminated electronic displays.

General Idea Canadian conceptual artist collective Felix Partz, Jorge Zontal and AA Bronson. They were known for their magazine FILE (1972-1989), their unrelenting production of low-cost multiples, and their early involvement in punk, queer theory, AIDS activism, and other manifestations of the other.) [Link](#)

Photographer Adas Vasiliauskas

"I took my drone and photographed people in their homes through their windows and terraces. It's a 100% zero-human-contact way to see how people are going crazy during quarantine times."

<https://designyoutrust.com/>

Kim Engelen For 40 days a daily reminder of our shared isolation in the form of a photograph in the ongoing series: Sun-Penetration.

BYOB (Bring Your Own Beamer)

Projecting on public walls from your home <http://www.byobworldwide.com/>

Copyshop copy of books on campus / Book-a-likes

<https://www.rappler.com/newsbreak/fast-facts/197714-things-to-know-up-diliman-shopping-center>

Simon Browne [Bootleg library / xpub](#)

[Woodstone Kugelblitz](#)

Unrest, Jennifer Brea 2017 (now streaming on Netflix!)

This Is Not A Film, Jafar Panahi and Mojtaba Mirtahmasb, 2011 ([Link:Trailer](#))

La Chambre, Chantal Akerman, 1972 ([LINK](#))

Portrait d'une Paresseuse, Chantal Akerman, 1986

Searching, Aneesh Chaganty, 2018

Noah, Walter Woodman, 2013

Hotel Diaries, John Smith, 2001-2007

Semiotics of the Kitchen, Martha Rosler, 1975 [\[1\]](#)

Hotel Diaries, John Smith, 2001-2007 [\[2\]](#)

Fenstergucker, Abfall etc -People Looking Out of the Window, Trash etc., Kurt Kren, 1962 [\[3\]](#)

Practically all films by Amsterdam-based Super 8 filmmaker Jaap Pieters, nicknamed "The Eye of Amsterdam"[\[4\]](#)

Room Service (Help Me Make It Through The Night), Gob Squad [\[5\]](#)

Blog by Tsukino T. Usagi, <https://bittermelon.weebly.com/stay-home-diary>

Learning to Love You More Miranda July,
<http://www.learningtoloveyoumore.com/>

Surviving the Virus: An Anarchist Guide: Capitalism in Crisis—Rising Totalitarianism—Strategies of Resistance:
<https://crimethinc.com/2020/03/18/surviving-the-virus-an-anarchist-guide-capitalism-in-crisis-rising-totalitarianism-strategies-of-resistance>

Draquila – Italy Trembling, Sabina Guzzanti <http://www.draquila-ilfilm.it/>
Documentary on Silvio Berlusconi and his political misuse of the State of Emergency after the Earthquake hit the town Aquila ([Link Teaser](#))

Klein, Naomi, [Coronavirus Capitalism – and How to Beat It](#)

A Very Long List of Social Practices Resources for the COVID-19 Pandemic https://beyond-social.org/wiki/index.php/Social_Practices_COVID-19_Teaching_Resources

EXTRA READINGS

Pick at least one

Agamben, Giorgio, and Andreas Hiepko. *Homo sacer*. Frankfurt: Suhrkamp, 2002.

Agamben, Giorgio. 2020. "The Invention of a Pandemic", *European Journal of Psychoanalysis*. Available at:

Eileraas, Karina. "Sex (t) ing revolution, femer-izing the public square: Aliaa Magda Elmahdy, nude protest, and transnational feminist body politics." *Signs: Journal of Women in Culture and Society* 40.1 (2014): 40-52.

Sotiris, Panagiotis. March 12, 2020. "Against Agamben, Is a Democratic Biopolitics Possible?". Blog post available [here](#)

Bordowitz, Gregg. *General Idea: imagevirus*. Afterall Books, 2010.

Gruenewald, David A. "The Best of Both Worlds: A Critical Pedagogy of Place." *Educational Researcher* 32, no. 4 (2003): 3-12.

Kane, Stephanie, and Pauline Greenhill. "A feminist perspective on bioterror: From anthrax to critical art ensemble." *Signs: Journal of Women in Culture and Society* 33.1 (2007): 53-80

Klein, Naomi, and Richard Peet. "The shock doctrine: The rise of disaster capitalism." *Human Geography* 1.2 (2008): 130-133.

Lichfield, Gideon. 2020. "We're Not Going Back to Normal", *MIT Technology Review*. [\[link\]](#)

Massey, Doreen. *Space, Place, and Gender*. NED-New edition. University of Minnesota Press, 1994.

Rizmi, Uzma. "Decolonization as Care." *Slow Reader: A Resource for Design Thinking and Practice*, Eds. Strauss, Carolyn and Pais, Ana Paula. Amsterdam: Valiz, 2017.

"How Pandemics change history," article about Frank M. Snowden [\[link\]](#)

Ian Alan Paul, *The Corona Reboot* <https://www.ianalanpaul.com/the-corona-reboot/>

Kafka, Franz. *A hunger artist*. Sheba Blake Publishing, 2017.

Crimethinc: Against the Coronavirus and the Opportunism of the State: Anarchists in Italy Report on the Spread of the Virus and the Quarantine [\[link\]](#)

Coronavirus awakens a sleeping giant: China's youth [\[link\]](#)

POWERPLAY .

Online .
Course .
Handout .

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

++++++=+++++

CARTOGRAPHIES & (HUMAN) BODIES

**THEORY
PRACTICE**

**Golnar Abbasi
Rosa Pons-Cerdà**

g.abbasi@hr.nl
r.m.pons.cerda@hr.nl

Bodies

Here we will see (our) bodies not only as physical and biological beings, but also as spaces and territories in themselves, that are intertwined with manifold universes. We will think about an understanding of our bodies that constantly changes in relation to the networks of forces that affect it, the broader worlds in which our bodies are placed in. These networks influence the ways in which we understand our bodies, and how we move through the world.

Human bodies are vulnerable. Bodies are social. Bodies are political. They are controlled, exploited. Think about bodies isolated, bodies infected. Think about bodies that suffer, bodies that protest, bodies that actively care, bodies that heal. Bodies that feel, sense. Bodies aging. Bodies that constantly change. Bodies that are stigmatised, misrepresented. Bodies supported, scaffolded. Bodies that extend outside of themselves..

Cartography

Cartography (mapping) is a method to categorise and also generate (produce) knowledge. In working with mapping as a practice, we work with documenting, but also creating and speculating relations between things. We work with understanding and also visualising universes and networks; the entities and also relations that constitute them. Maps help make relations and processes in place that might be invisible, be seen. Maps are tools to (re)imagine worlds.

In this course, we take (our own) bodies as points of departure, and caringly think about the various universes that our bodies are intertwined with. In thinking about these worlds, we slowly map out the things and relations that our bodies are in networks with; things that condition our bodies, and also are effected by them. These cartographies (maps) become our tools but also a representation of the ways in which we (re)conceptualise (our) bodies.

CONTACT HOURS DURING ONLINE STUDY WEEK

WDKA
P R E S E N T S

POWERPLAY P2
Cartographies & (Human) Bodies

**GOLNAR
AND ROSA**

g.abbasi@hr.nl / ponrm@hr.nl
Mondays Opening Hours:
13.00 to 15.00 and 15.00 to 17.00 via meetings on TEAMS

Our bios:
golnarabbasi.com
linkedin.com/in/ponsrosa

Made with PosterMyWall.com

SELF DIRECTED STUDY MANUAL

Exercise A: Introduction

Exercise B: Listening to the audio reading

Exercise C: Going through resources and making your own audio reading

Exercise D: Putting down your interests and collecting images for it

Exercise E (OPTIONAL): Try out the online mapping tool Graphcommons.

EXERCISE A / 10 min.

Introduction: Sharing on our Collective Garden

1 >

Open Microsoft teams. Enter [Powerplay] team on the left. In the Files section, click on Collective Garden. Link: shorturl.at/eBCPV

This is our group garden; a file we keep working on together until the end of this course. Each of us has a row in the garden / spreadsheet.

2 >

Find an empty row, this is yours now.

Please introduce yourself. Put your name, style it, insert your favorite meme/gifs. Add your email. You can also familiarise yourself with everyone else's rows.

EXERCISE B / 25 min.

Listening–Reading–Making notes:

1 > Open Microsoft teams. Enter Powerplay. Click on Files, click on the folder [[A Audio Reading](#)]

2 > Listen to this audio. It is a reading of the following text:

Rizmi, Uzma. "Decolonization as Care." *Slow Reader: A Resource for Design Thinking and Practice*, Eds. Strauss, Carolyn and Pais, Ana Paula. Amsterdam: Valiz, 2017.

Find the text in Pdf here:

https://www.academia.edu/31930839/Decolonization_as_Care

* Tip: It might be helpful to have the text open, and follow the text with your eyes as you listen to its audio reading.

3 > Take notes that will help you remember the main ideas of your interest. These notes do not have to be perfect; they are to summarise the ideas you found most appealing in the reading.

4 > Go back to the Collective Garden and upload them on our [Collective Garden spreadsheet](#) in your own row.

EXERCISE C / 2 – 6 h.

Reading–Recording:

1 > Browse through the list of resources below. These are our suggested pool of readings for the course. (Can also be found in our shared Teams page on B Readings)

Please note that we do NOT expect all of you to read all of them. You are asked to follow your curiosity, and focus more in-depth on the resources that interest you most.

Take your time in browsing through the pool. Open the files, look at titles, read the first few sentences, look at the images, skim through some parts. Move to the next one.

2 > Choose one article from the list that you find most appealing to you. Choose all or a part of that article that interests you most, or reflects the most compelling ideas of that work (between 300 and 500 words).

To check the word count: Copy and paste the selection of your choice from the Pdf or the website into Word application or use <https://wordcounter.net/>, to get the word count).

3 > Read the part of your choice a couple of times, out loud. When you feel familiar enough with it, bring your phone or computer; and record your voice reading it.

This is your podcast.

Consider what the listener needs to be able to follow the content: intonation, speed, pauses.

For better quality home recording you could use tactics like putting a blanket over your head to make a micro-studio, hang quilts or blankets on walls around you, close the window curtains, record next to the bookshelves or other things that work as sound insulation.

4 > Upload your podcast on our shared Teams page before the start of the class (April 16th). Upload it in folder B Podcasts.

> *Open Microsoft teams.*

> *Enter Powerplay.*

> *Click on Files*

> *Click on the folder [B Podcasts]*

All of our readings will be part of a collective archive of *audio articles* that will be made public. Other students can listen to them, and they can provide new readings.

LIST OF RESOURCES PDFs of all articles in our Teams folder

MAPPING & CARTOGRAPHY

Allegorical Maps of Love, Courtship, and Matrimony

<https://publicdomainreview.org/collection/allegorical-maps-of-love-courtship-and-matrimony>

Pater, Ruben. The Politics of Design.

<http://www.untold-stories.net/?p=The-Politics-of-Design>

The Funambulist, Politics of Spaces and Bodies, issue 18, Cartography & Power

<https://thefunambulist.net/issue/18-cartography-power>

Collaborative Cartography in Defense of the Commons

<https://notanatlas.org/wp-content/uploads/2019/06/Collaborative-Cartography-in-Defense-of-the-Commons.pdf>

A guideline for solidary mapping

<https://notanatlas.org/wp-content/uploads/2019/06/Solidary-Mapping.pdf>

Making cartographies of ourselves

<https://notanatlas.org/wp-content/uploads/2019/06/Making-Cartographies-of-Ourselves.pdf>

Eid, M. A., & Al Osman, H. (2015). Affective haptics: Current research and future directions. IEEE Access, 4, 26-40.

https://www.researchgate.net/publication/283671338_Affective_Haptics_Current_Research_and_Future_Directions

BODIES

Mindful Body: An Introduction to Body Art and Performance in the Gulf

<https://www.ibraaz.org/essays/146>

Ergonomic Futures, Tyler Coburn

<https://www.e-flux.com/journal/98/255178/ergonomic-futures/>

The Funambulist, Politics of Spaces and Bodies, issue 7, Health Struggles

<https://thefunambulist.net/issue/07-health-struggles>

Minor Bodies, Dominant Discourses and Other Normative Stigmas in the Social Space, Noémie Aulombard

<https://thefunambulist.net/articles/minor-bodies-dominant-discourses-normative-stigmas-social-space-noemie-aulombard>

Hunger Strikes, When the Body Becomes a Battlefield, Banu Bargu

<https://thefunambulist.net/articles/hunger-strikes-body-becomes-battlefield-banu-bargu>

Bodily Cartographies, Pathologizing the Body and the City, Blanca Pujals

<https://thefunambulist.net/articles/bodily-cartographies-pathologizing-body-city>

Paul B. Preciado: "My Testicles are a Small Bottle in my Backpack" in Introduction by Leopold Lambert

<https://thefunambulist.net/articles/health-struggles-introduction-leopold-lambert>

EXERCISE D / 30 min.

Write down Interests and Collect Images

1 >

Go back to your own row in the *Collective Garden* spreadsheet on our shared Teams page.

2 >

In the corresponding column, write down your interests in relation to the topic of the course.

Additionally, choose one or several themes from the list of suggestions below, and collect images that respond to these interests.

SUB-TOPICS

Here is an open list of suggested topics:

- skin color
- abilities & special needs
- sensory functions
- left- or right-handedness
- sexual education
- social rules (the normative body)
- gender binaries (heteronormativity)
- gender marking (use of language)
- body representation
- body image and cognitive dissonance
- past bodies
- *othered* bodies
- exploited bodies
- body language & human kinetics
- social gestures
- caring gestures
- body gestures
- body mirroring
- alienated bodies under capitalism
- health
- prosthetics
- care
- body as a battlefield
- bodies in transition
- body and culture
- body and rituals
- body and identity
- body and traumas
- whose bodies matter?
- [any topic of your choice not mentioned above]

E / OPTIONAL

Start playing with the online tool for mapping Graphcommons.

In some of the classes of this course we will work with the free online mapping tool Graphcommons. In these first two self-directed weeks, we invite you to get familiar with it:

<https://graphcommons.com/>

You can register with an email, user name and password. Or as an alternative to registering, you could also use this account:

User name: powerplay

Password: powerP2play

You can explore existing visual maps and also create your own. Please read the following article:

<https://medium.com/graph-commons/mapping-networks-1dea70b2f550>

Once you are logged-in, you can explore existing visual maps by clicking on them. You can also follow an interactive tutorial to create your own map by clicking on the option "Start a graph" (top-right corner) and then clicking on "tour" (bottom left corner).

If you decide to use the Powerplay account, please add your student number, as the prefix for the name of any graph that you create. If any doubts or problems, send an email to Javier: j.a.lloret.pardo@hr.nl