

ANARCHIST PEDAGOGIES

Collective Actions, Theories, and Critical Reflections on Education

Edited by Robert H. Haworth

Afterword by Allan Antliff

Education is a challenging subject for anarchists. Many are critical about working within a state-run education system that is embedded in hierarchical, standardized, and authoritarian structures. Numerous individuals and collectives envision the creation of counter-publics or alternative educational sites as possible forms of resistance, while other anarchists see themselves as “saboteurs” within the public arena—believing that there is a need to contest dominant forms of power and educational practices from multiple fronts. Of course, if anarchists agree that there are no blueprints for education, the question remains, in what dynamic and creative ways can we construct non-hierarchical, anti-authoritarian, mutual, and voluntary educational spaces?

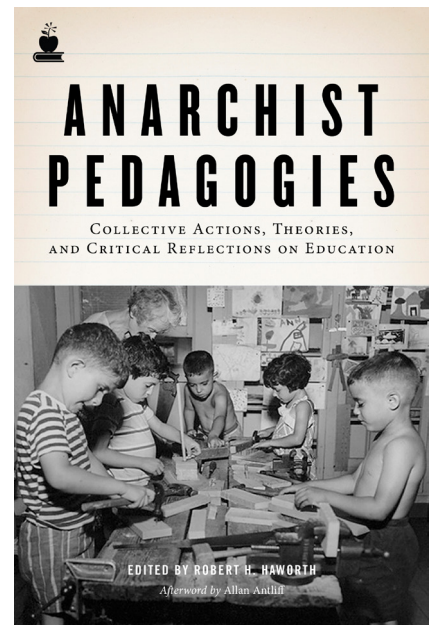
Contributors to the edited volume, *Anarchist Pedagogies: Collective Actions, Theories, and Critical Reflections on Education* engage readers in important and challenging issues in the area of anarchism and education. From Francisco Ferrer’s modern schools in Spain and the Work People’s College in the United States, to contemporary actions in developing “free skools” in the U.K. and Canada, to direct action education such as learning to work as a “street medic” in the protests against neoliberalism, the contributors illustrate the importance of developing complex connections between educational theories and collective actions. Anarchists, activists, and critical educators should take these educational experiences seriously as they offer invaluable examples for potential teaching and learning environments outside of authoritarian and capitalist structures. Major themes in the volume include: learning from historical anarchist experiments in education, ways that contemporary anarchists create dynamic and situated learning spaces, and finally, critically reflecting on theoretical frameworks and educational practices. Contributors include: Jeffery Shantz, Isabelle Fremeaux and John Jordan, Abraham DeLeon, Matthew Weinstein, Alex Khasnabish, Elsa Noterman, Andre Pusey and many others.

ABOUT THE EDITOR

Robert H. Haworth is an Assistant Professor in the Department of Professional and Secondary Education at West Chester University. He teaches courses focusing on the social foundations of education, anarchism, and critical pedagogies. He has published and presented internationally on anarchism, youth culture, informal learning spaces, and critical social studies education. He cofounded worker-owned and operated Regeneration TV as well as other academic research collectives. Currently, he is working on a co-edited book on *Critical Perspectives and Informal Learning*, as well as writing a single authored book entitled: *Horizontal Imaginaries: Education, Spontaneity and Desire*.

ABOUT ALLAN ANTLIFF (AFTERWORD)

Allan Antliff, Canada Research Chair, University of Victoria, is author of *Anarchist Modernism: Art, Politics, and the First American Avant-Garde* (2001), *Anarchy and Art: From the Paris Commune to the Fall of the Berlin Wall* (2007) and editor of *Only A Beginning* (2004) a documentary anthology of anarchist writings and activism in Canada.



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