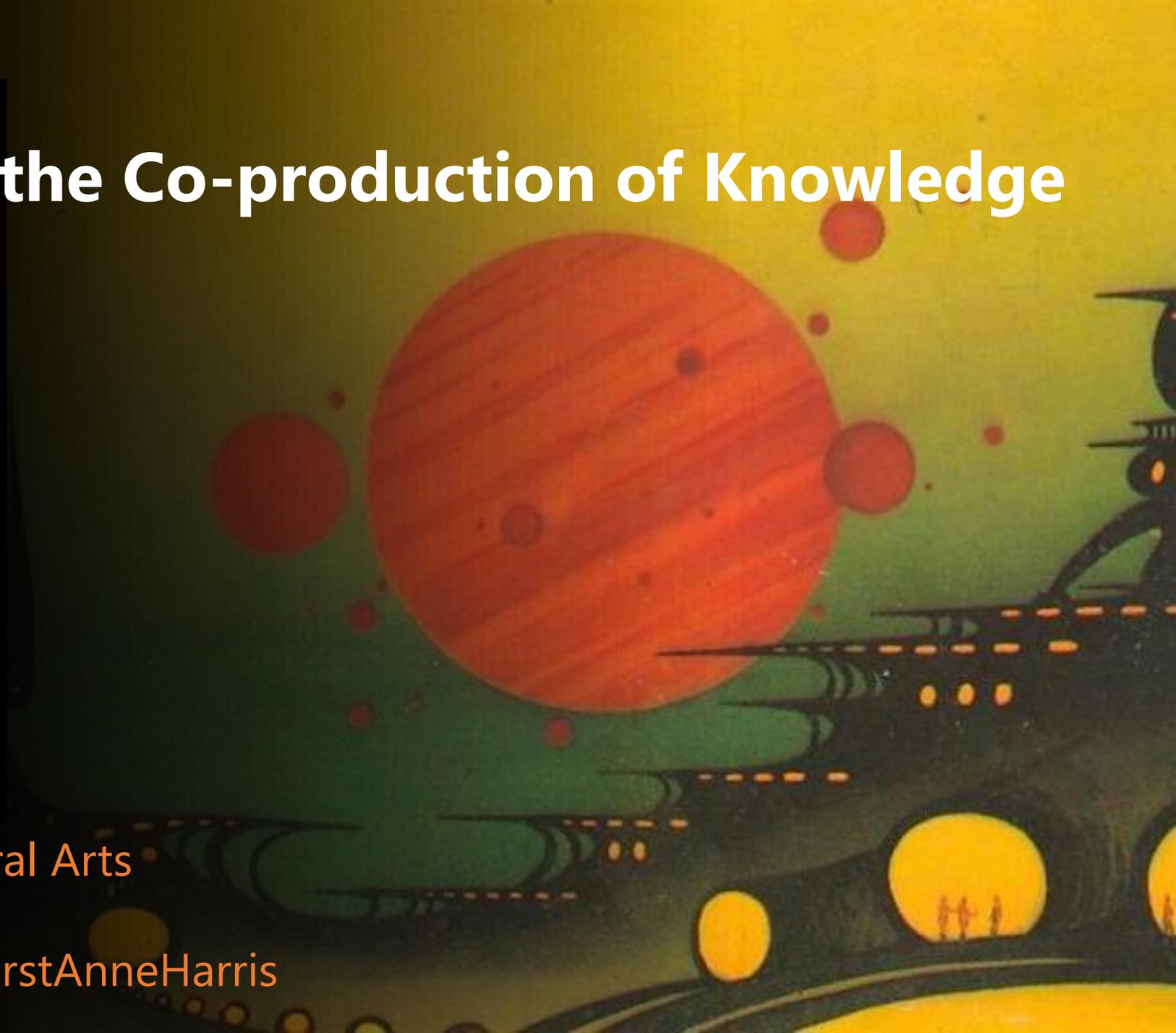


Navigating Utopia: Module Design for the Co-production of Knowledge

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IP206: Utopia: Text, Theory, Practice

- Liberal Arts optional Y2/Y3 module
- Open to students from other departments (just under 50% in 2020-21)
- Interdisciplinary content
- Problem-based learning

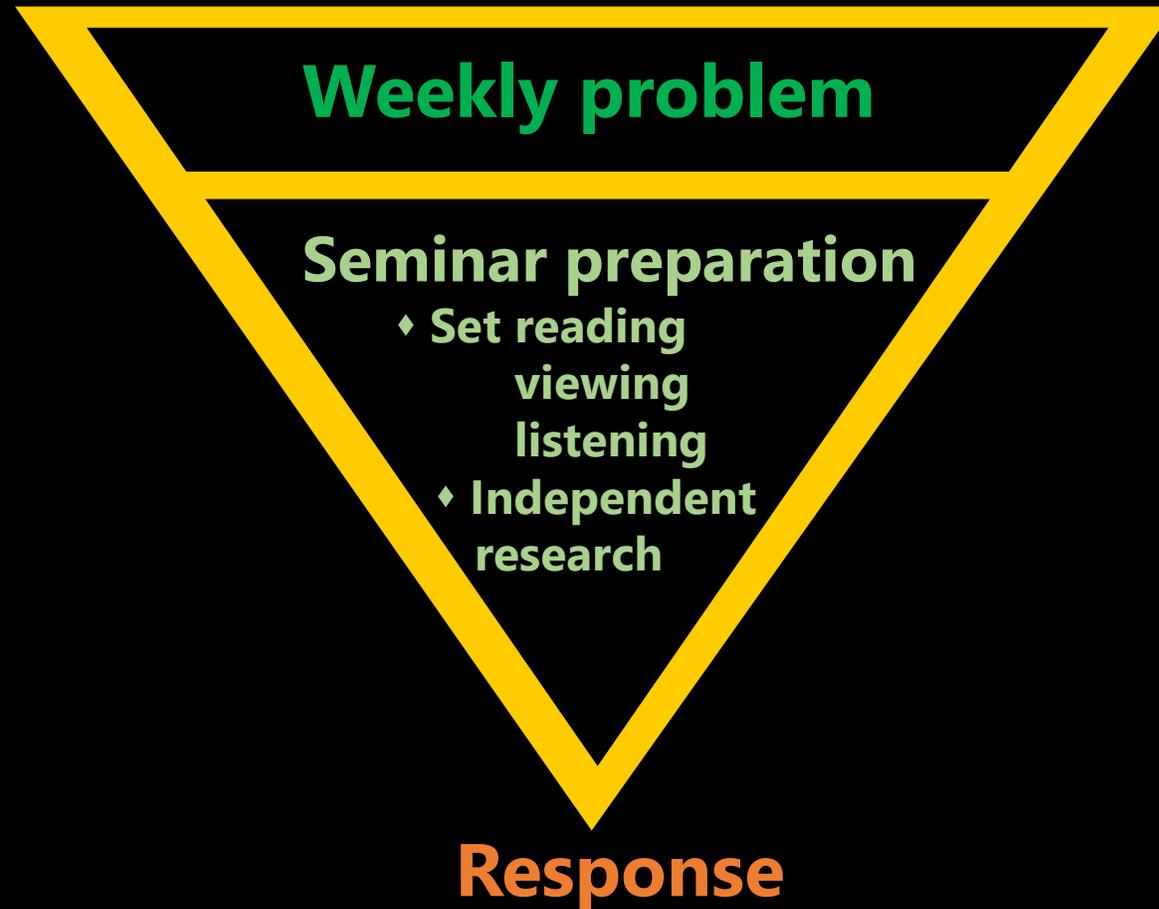


Collaborative student-driven learning:

- ◆ **Curriculum (1): Course schedule**
- ◆ **Curriculum (2): Seminar preparation**
- ◆ **Assessment strategy**



2) Curriculum: Seminar preparation



- ◆ **Small groups: synthesise different knowledge and information gained through independent research**
- ◆ **Whole class: building and developing understanding through debate and discussion**

Seminar preparation: blended set reading/viewing and (guided) independent research

Week 8: "Knowledge is Power": Education and Child Development

Problem: Can education ever be "the practice of freedom"? (hooks)

Seminar preparation (3-4 hours):

- At least **1 hour** should be spent reading the extracts from literary utopias on education [available on Moodle]. Work through as many as you can in an hour in whatever order you like.
- At least **1 hour** should be spent researching "prefigurative practices" (i.e. attempts to institute alternative education pedagogies/establishments/systems)
- Read at least **1** academic article on the topic of utopian pedagogy, or utopia and education more generally [some suggestions are given]



3) Assessment strategy

- 1. 5 x 500-word weekly blog posts (25%; students submit 5 of a possible 9)**
- 2. Group presentation (20%; 15-20 mins)**
 - ♦ To become a group podcast next academic year**
- 3. Research project (55%)**



Extract from a student's blog post

Note before reading: This is the first blog post where I felt moved to write in the first person. The literature this week elicited a great deal of emotion in me that I felt could only be conveyed through this narrative voice.

“Human progress is neither automatic nor inevitable. Every step toward the goals requires... [the] passionate concern of dedicated individuals.” – Martin Luther King

.....The ideas of spirituality and consciousness were reminiscent of our foray into Afrofuturism and reminded me of particularly resonant aspects of Marvel's fictional *Wakanda* that I had been particularly drawn to. Though I had a passing interest in the technological advancement in the society, the spiritual and cultural aspects of the film were significantly more evocative. The freedom to engage in traditional spiritual practice, speaking your native language, wearing native regalia, in one's indigenous homeland are things I yearn for deeply. When I look at Wakanda, I feel a sense of loss and of longing.

I write from the context of a British Nigerian person – more specifically I am from the Igbo ethnic group. The Igbo language has been predicted by UNESCO to go extinct by the end of the century; over 98% of Igbo people practice Christianity.^{3,4} I understand the ways in which a nation like Nigeria, with the greatest population of people in poverty, is understood as 'developing'.⁵ Yet in many ways I feel the destruction of traditional practices is as significantly inhibitive to our attainment of a heightened consciousness.....

