

Educate, Agitate, Organize

Taking Writing Center Activism Beyond 1:1 Tutoring and into Direct Engagement

Objective: This workshop will help participants identify and develop ways writing centers can be spaces where administrators, tutors, and students directly engage with social justice issues.

I. **Activism Organizing Context-Building - Success can only be achieved by organized effort... (15 min)**

A. Educate

1. We shall need all our intelligence.
2. It is through education that knowledge and information is spread and received throughout the world.

B. Agitate

1. We shall need all our enthusiasm.
2. It is through agitation that the revolution begins, that we start to question the status quo, that new ideas take shape.

C. Organize

1. We shall need all our force.
2. It is through organization that we unite around a common mission and collectively work towards social justice in complementary ways.

D. Educate, Agitate, Organize

1. Education, agitation, and organizing are three interlinked and simultaneous approaches to building community around ideas. It is meant to neatly summarize how organizers and activists must merge theory and practice.
2. One important way that activists educate, agitate, and organize simultaneously is through publication. Publication is a tool through which organizers not only share ideas but also record their activity, reach new audiences and expand their network, and highlighted what worked.

E. Brainstorm:

1. Have you ever been a part of activism efforts and/or have used similar strategies as we have discussed so far?
2. Do any of these strategies and tactics remind you of things you are already doing in your Writing Center work?
3. Can you already think of how you might use some of these strategies in a Writing Center space?

Ideas:

II. Connection to Writing Center Activism (15 min)

- A. There have been multiple calls for doing social justice work beyond training tutors for work in one-on-one tutoring
- B. Additional scholars have shown the connection between practices around listening in Writing Centers and the potential for doing more activist work in Writing Centers
- C. Scholars are doing activism in Writing Center spaces
 - 1. Those from minoritized backgrounds are doing this work just by being people of that identity in these spaces
 - 2. Writing Across Communities specifically has bridged activist efforts and their writing programming
- D. What more can we do to truly become a welcoming, supportive space for activists?
 - 1. Who are we partnering with
 - 2. What resources do we have to offer
- E. Brainstorm:
 - 1. What is the larger institutional change that you hope your Writing Center can be an active participant in?
 - 2. What groups can you collaborate with on your campus that are already doing some of this work? (consider multicultural student groups, multicultural/ identity centers, etc.)
 - 3. What administrative structures exist on your campus where you can potentially take a more active role to work towards these goals? (think about committee work and units such as Teaching and Learning Centers)

Ideas:

III. Applying an activist organizing framework to an aspect of our writing center practice (25 min)

- A. Choose an aspect of your writing center practice. Consider 1:1 consultations, workshops, writing groups, outreach/ tabling, co-teaches, resources, research, etc.
AND/OR
Choose an issue-based campaign that your Writing Center can support. Consider student debt relief, gender neutral facilities, safe sex education, antiracism on campus, etc.

Ideas:

B. How can the Educate, Agitate, Organize framework be applied to this aspect of your practice to help forward social justice on your campus or in your community?

AND/OR

How can the Writing Center use the Educate, Agitate, Organize framework to support an issue-based campaign?

1. Educate: What do your staff, students, collaborators, and/or other stakeholders need to know? How can the Writing Center contribute to the distribution of accurate information on your campus?

Ideas:

2. Agitate: What might that new knowledge/ information help them do? Why is this issue important to the Writing Center and your campus at large?

Ideas:

3. Organize: How can the Writing Center support students, stakeholders, staff, and collaborators to take collective action? Who can the Writing Center partner with to make this happen?

Ideas:

IV. Question & Answer - 15 min.

- A. What ideas did you come up with? Share your practice and/or issue-based campaign with the group!
- B. What questions do you have about Educate, Agitate, Organize and/or its applications to Writing Center practice?
- C. What is something you learned or what is something that surprised you from today's session?
- D. Anything else you'd like to share with the group?

Notes: