18 BRIDGES

A **toolkit** for **diversifying knowledge** and **tackling discrimination** through **civil society participation** in universities.

Toolkit Workshop

Solidarity

WHITE HUMANITARIANISM: A CRITIQUE

🕐 3 0 M I N

OBJECTIVE

To understand the role of different representations of migrants' needs, subjectivities, and agency when they are spoken for, as opposed to when they speak for themselves.

STEP 1

Watch the videos by the charity "Care for Calais":

https://www.youtube.com/watch?v=5Y89XALdvnM

STEP 2

Answer the following questions:

– What needs are foregrounded?

– Who is voicing these needs?

– How are migrants framed and represented?

– What is the "problem" addressed in this video?

– What "solution" is offered?

STEP 3

Watch the story of Ilham Awees – We Are Here Movement:

https://www.youtube.com/watch?v=6avjN9LE6pU

STEP 4

Answer the following questions:

– Who is speaking?

– What needs are voiced?

– What are the problems addressed, and how do they differ from the previous video?

– Is charity framed as the solution?

STEP 5

Reflect upon, compare and discuss the two videos.

– How did watching these two videos make you feel?

- What key messages came across, and how do they differ?

- To what extent are migrants' needs hierarchically defined in the first video?

- In what ways are migrant voices and agency silenced and depoliticised?

- What do you learn about borders, migration and citizenship by watching the second video?

WHAT IS THE DIFFERENCE BETWEEN SOLIDARITY AND CHARITY?

🕐 45MIN

OBJECTIVE

To understand the difference between solidarity and charity or philanthropy and the relations of power that subtend each.

STEP 1

Watch the videos "Africa for Norway":

https://www.youtube.com/watch?v=oJLqyuxm96k

https://www.youtube.com/watch?v=pkOUCvzqb9o

STEP 2

Then visit the website of the RadiAid project. Read their ten questions to consider when using images of people:

https://www.radiaid.com/questions-to-consider

STEP 3

Find 2 images and discuss how each image depicts people in ways that reflect political values of horizontality, autonomy, by-and-for politics, etc. (solidarity) versus hierarchy, dependency, help, etc. (charity/philanthropy)

MAPPING SOLIDARITY

🕐 5H MINIMUM

OBJECTIVE

Understanding local struggles and your own political involvement in them.

STEP 1

Research (using internet, social networks, knowledge from personal involvement) what solidarity initiatives exist in your area.

STEP 2

Answer the following questions: How is solidarity enacted? Who is the (imagined) subject of solidarity in each initiative? Based on the perspectives articulated above, what limitations/possibilities do you see in these practices of solidarity? From your positionality and considering your own politics, can you imagine yourself collaborating with any of these initiatives? Why or why not?

STEP 3

Create a map of the initiatives. Here is one example (in Catalan) - Cartografia de la Solidaritat

https://cartografiasolidaritat.cat/

STEP 4

Present the map to your class/study group and discuss your findings with them.

HISTORIES OF SOLIDARITY

🕐 10 H

OBJECTIVE

To become familiar with and learn from past and ongoing struggles and how they have put the concept of solidarity into practice in different geographical and historical contexts.

STEP 1

Research a solidarity movement in any part of the world that has contributed to transforming a political situation on the ground. Some examples include: the international solidarity movement to end apartheid in South Africa; the boycott, divestment, and sanctions campaign to end the Israeli state's occupation of Palestine; no borders solidarity movements with non-status (sans papiers) people; prison abolitionist solidarity movements with incarcerated people; solidarity movements with Indigenous struggles against pipelines such as NoDAPL, Standing Rock Sioux and Wet'suwet'en/Unist'ot'en; food justice movements such as Food Not Bombs, etc.

STEP 2

Analyse the solidarity movement you've chosen by reflecting on the following questions: How did the movement begin? What were its aims/objectives? What are the strategies used to achieve those aims? Who are the (imagined) subjects of solidarity? How are identities mobilised in the movements? What obstacles or barriers were identified and/or overcome in enacting solidarity? What forms did solidarity take? How successful was the movement in achieving its aims? What might the failures of the movement tell us about the ways solidarity was imagined or practiced?

STEP 3

Write up your findings in a brief (5 page) report.

STEP 4

Share your report with your class/study group and discuss your analysis with them. How might the histories fit together? Have movements drawn inspiration from each other? Have they learnt lessons from past movements? Are certain political agents active in multiple movements across time and place/space?

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BRIDGES

This document is part of the BRIDGES Toolkit, a set of tools and strategies for addressing and dismantling structures of exclusion in Higher Education curricula. The Toolkit has been developed in the context of the Erasmus+ project **BRIDGES: Building Inclusive Societies: Diversifying Knowledge and Tackling Discrimination through Civil Society Participation in Universities,** whose working team consists of the following entities:

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