ANTHROPOLOGY FOR KIDS

PROTEST

THIS BOOK BELONGS TO

LA COMMUNE

COMMUNE DE PARIS
ÉGALITÉ, FRATERNITÉ

COMMUNITY LAND

GO AWAY TANKER!
THE HISTORY OF PROTEST:
THE BOOK THAT SHOULD BE CONTINUED

2016 / Berlin / S-Petersburg
Throughout history, people have made their voices heard and expressed their opinion about what is fair, by protesting. Sometimes these protests resulted in victories, other times in failure and defeat. Many have been recorded into history, so we can remember key events and the reasons for struggles. Just as many have been neglected or forgotten.

This book is about a range of world-changing protests organized in different countries, pursuing different aims. This book is not organized around a single history or theory, but is composed of stories and opinions about people’s struggles.

The aim is not to understand protest through a single formula or world view, but to create space for thought. The book is an invitation to join me in thinking about social and political change, and how this comes about.

What would you come up with, if you were standing in the places of these protesters? What would you want to change or make better in your own situation today? Which changes are possible? Are there changes that are impossible? How do we decide whether change is possible or not?

I think that posing a good question gets you half way towards an answer. All we have to do is learn to ask good questions. Please share your own questions, opinions and stories about justice and fairness with me and everybody else.
# Protests

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<td>1</td>
<td>The governor of São Paulo decided to close lots of schools and fire the teachers from their jobs.</td>
<td>On September 2011 in Zuccotti Park, the &quot;Occupy&quot; movement began. It came up with the slogan: &quot;We are the 99%&quot;.</td>
<td>A tragic suicide of a young Tunisian aroused a nationwide wave of protests.</td>
<td>In 2010 English students protested the privatization of public education.</td>
<td>In India a group of Hindu extremists attacked young woman for spending time in public with men.</td>
<td>A group of people carried a medieval catapult.</td>
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<td>Justice for indigenous people and for everybody in the country.</td>
<td>The struggle against the AIDS virus.</td>
<td>In a small town in West Germany, in 1987, one of the school teachers was cruelly and repeatedly punishing children.</td>
<td>Members of the art group &quot;the Yes Men&quot; tricked a news station by pretending to be the boss of a huge corporation and promising to restore justice.</td>
<td>In order to protest American nuclear tests a group of young Canadians got into a boat and sailed to the island where a bomb was supposed to be dropped.</td>
<td>In 1967 South African black children were ordered to learn in schools in Afrikaans, the language of the white people which was considered the language of the oppressor.</td>
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<td>13</td>
<td>The black population of South Africa was deprived of its political and economic rights. It was Nelson Mandela who became the symbol of the resistance.</td>
<td>His weapons were his speeches. They were heard beyond America and throughout the world.</td>
<td>Gandhi called for nonviolent civil disobedience and organized the Salt March.</td>
<td>In 1903 Mary Jones organized the children who worked at mines and factories to go on a &quot;children's crusade&quot;.</td>
<td>For most of history women did not have equal rights including the rights to vote.</td>
<td>Tolstoy's teaching and life were examples of how nonviolent resistance can change society.</td>
<td>In 1871 citizens of Paris took over the city. They were simple people: shop owners, craftsmen, and workers.</td>
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The schools were already overcrowded and did not have enough resources. In response, students occupied more than 200 schools. This went on for more than a year. Students locked the doors of the schools and organized student assemblies, despite threats from the administration, some teachers, and the police. They reached out to the neighborhoods, collecting food and help from parents, some teachers, and other citizens. They rejected government proposals to negotiate individually, saying that the government would have to negotiate with students from all occupied schools at once, or not at all.

Prior to the occupation, teachers had to follow a curriculum based on preparing students for standardized tests. At occupied schools, students voted on the topics they wanted to learn about and teachers were free to propose classes on their own interests. Students took classes about the Russian Revolution and the Arab Spring, topics that were not covered by the traditional curriculum. One student said, “I am learning more in these few months than I did in years of school. We are bringing in more culture to the school than I have ever seen in a public school in Brazil.”

Imagine a school without grades, where you will choose the subjects that you want to study.

| MONDAY | | TUESDAY | | WEDNESDAY | | THURSDAY |
|--------|--------|---------|--------|--------|--------|
| 1.     | 2.     | 3.      | 4.     | 5.     | 6.     |
|        |        |         |        |        |        |
|        |        |         |        |        |        |

These Brazilian students were inspired by the example of Chilean students in 2011 who organized mass protests and occupations, demanding free public education—a movement known as the “Chilean Winter.” They skyped with Chilean students, receiving support, encouragement, and tips.

It could be anything: cooking, dancing, reading, or creating computer games.
Fill out this timetable for yourself.
Imagine that you can bring any teacher –
like a famous actor to teach you acting – and so on...
Like many big cities, New York is a very expensive place. Food, rent, medicine — everything costs a lot. After the US-led global economic crash in 2008, many people lost their homes and their savings, but the government focused more on saving the banks, rather than the people suffering from the crisis.

On September 2011 in Zuccotti Park, the “Occupy” movement began. It came up with the slogan: “WE ARE THE 99%.”

Just five words made the point that most citizens are not millionaires, and have to work harder and harder just to survive.

After the eviction, similar Occupy camps sprung up in public squares around the world.

The movement successfully managed to change public discussions about money and inequality. People understood better how the financial system created debt. Before Occupy, debt was considered a personal problem that was all the individual’s fault. Politicians are now forced to address these problems of inequality and poverty.

Famous musicians held free concerts, professors gave lectures, activists held discussions, and homeless people were fed.

The right to public assembly is enshrined in the US Constitution. Supporters of the protest included President Barack Obama, the Mayor of New York, and many politicians and journalists. But protesters were eventually harshly expelled and hundreds of arrests were made. Police used water cannons and military gear against peaceful citizens.

For more than two months, people shared food and shelter, were treated by volunteer doctors, and attended free classes. They set up a People’s Library and daily assemblies to organize everything. They showed it is possible to share resources and treat people with care through democratic processes.

Write their slogans in these tables.
Чтобы прочувствовать, что такое справедливость, можно попробовать представить себе, что такое несправедливость.
His tragic suicide aroused a nationwide wave of protests.

In 2010, a young Tunisian man who had recently graduated with his masters degree could not find a job. He began selling vegetables from a cart on the city streets to make some money. But even this job he couldn’t keep for long. City officials confiscated his cart. They wanted the young man to pay them even more money out of the small amount that he made. Desperate, the young man set himself on fire and died in the hospital. His tragic suicide aroused a nationwide wave of protests.

Arab Spring in 2010, A young Tunisian man who had recently graduated with his masters degree could not find a job. He began selling vegetables from a cart on the city streets to make some money. But even this job he couldn’t keep for long. City officials confiscated his cart. They wanted the young man to pay them even more money out of the small amount that he made. Desperate, the young man set himself on fire and died in the hospital. His tragic suicide aroused a nationwide wave of protests.

Tunisia was a poor and corrupt country, ruled by the same family for twenty years. The government, fearing mass demonstrations, opened fire on protesters. The repressive use of force led to more violent uprisings and calls for revolution. Finally, the Tunisian dictator escaped with his family and the country’s gold reserves on a plane to Saudi Arabia, and a democratic regime was established in Tunisia.

This success inspired revolutions in other Arab countries. Most of them, however, have not led to a peaceful change of government.

Imagine that there is a totally unjust situation. Something is terribly wrong. But in order to battle it, one needs to risk even the little security and justice that one has. Some people would say: “We are for ‘evolution,’ we do not like ‘re-volution,’ it is too dangerous and often leads to even more suffering.” Some people say that revolutions show the true will of the people. They will eventually improve the living conditions of the people.

What do you think about this?

In Bahrain and Iraq, peaceful demonstrations were brutally suppressed. In Syria and Libya, terrible civil wars have been started. Egypt established a military dictatorship.
Do you think that people (all people) should have a chance to speak and live in justice?

Would this require 1 more freedom or 2 more police? Why?
Students demanded a stop to rising fees for university study. They claimed that government spent too much money to support corporations and the military. Education, claimed the students, is more important than anything else.

**STUDENTS USED HUGE HOMEMADE BOOKS THAT LOOKED LIKE MEDIEVAL SHIELDS** to protect them from police. It was such a clear, perfect idea! **IT SYMBOLIZED WHO IS FOR EDUCATION AND WHO IS AGAINST IT.**

This idea raised sympathy from the press and the public for the side of the students. It was as if culture itself was protesting against the education reforms! The book titles were chosen individually, but using books as shields let them visually appear as a collective.

The book block not only physically protected students from the police, but also protected their identities, since they could hide behind the shields.

**OVERALL THE PROTESTS IN ENGLAND WERE NOT SUCCESSFUL: EDUCATION IS STILL EXPENSIVE.**

But the idea of producing and using your own book blocks is used by students in many countries: Italy, Spain, and the USA.
IN INDIA A GROUP OF HINDU EXTREMISTS ATTACKED YOUNG WOMEN FOR SPENDING TIME IN PUBLIC WITH MEN.

THEM THREATENED WITH PHYSICAL VIOLENCE ANYONE WHO CELEBRATED VALENTINE’S DAY, BECAUSE ACCORDING TO THEM IT WAS AGAINST INDIAN CULTURE.

In response to this threat, Indian women organized a Facebook group that asked their supporters to go to the pub, raise a toast for Valentine’s Day, take pictures, and send photos to the “Army of Lord Ram,” a Hindu extremist group. Women proposed to send pink panties by post to the government, to demand protection for women from physical attacks and insults. Within one week the FB group had 45,000 members. Women wrote a blog: WHAT HAPPENS AFTER VALENTINE’S DAY?

“After Valentine’s Day we should get some of our elected leaders to agree that beating up women is ummm... AGAINST INDIAN CULTURE.”

Under the pressure of pink panties the extremist group withdrew their threats.

The cheerful tone of the campaign, the fact that it took place not only on the internet but also in reality – the thousands of underpants sent by post looked very impressive – helped to recruit a large number of participants.

Many of them spent Valentine’s Day having much more fun than usual.

As a result, Indian women not only solved the specific problem faced by their friends in a small Indian city, but also created a friendly community, ready to help and participate in solving other problems.

What would you mail to a person (or government) in order to convince them to change their mind?

Try to come up with a harmless joke, but consider that you might be joined by many many people. Try to create a fun message!
In 1975 90% of women in Iceland for 24 hours refused to do any housework and did not show up for work. They went on a demonstration, demanding equal wages and equal place in society. Fathers had to take their kids along to workplaces. Schools, hospitals and stores shut down. The life in the country had stopped.

Women of Iceland successfully demonstrated what their work is actually worth. The government changed the constitution, ensuring equal rights for women. The world’s first female president was elected in Iceland.

What would you do to crack down on the demonstration?

How would you treat the women who refused to surrender?
They claimed that capitalist globalization is only good for corporations, but not for people. Capital can move freely across borders, but people cannot.

The interests of corporations are very well protected by international institutions, but people are still vulnerable.

These protesters were faced with excessive force: mounted police, secret services, and police shooting rubber bullets and tear gas into peaceful demonstrations. The government prepared prisons to “host” the protesters and organized arrests in advance, turning the whole city into a “no access zone.”

The response of the protesters was to be more creative and more spectacular. They deliberately constructed the media response and the spread of information.

Alter-globalist protesters were very successful in changing public opinions of how and why people of different countries should cooperate with each other. They were also the basis for many social movements that came after them, including movements trying to prevent climate change.

Imagine that you are part of a protest that is facing a huge army. Resistance is futile, but you still want to make your point. You have a catapult!

Draw or write what you would throw out at the enemy!
Many attribute this to how the Zapatistas turned for help to the international community:

**THE ZAPATISTAS WANTED: JUSTICE FOR INDIGENOUS PEOPLE AND FOR EVERYBODY IN THE COUNTRY.**

The Mexican government did not recognize the rights of indigenous people.

During the 2001 election, the Zapatistas organized a peaceful march through the whole country towards Mexico City, and the government was afraid to stop them. At that time the Zapatistas had been in armed conflict with the government for many years.

Support from the people in Mexico and around the world was huge. Reports, TV interviews, and films were produced and distributed on a mass scale.

If Zapatistas had just wanted to win the election, it would have been easy for them.

Instead they named their spokesman Candidate Zero and demanded changes to the constitution to provide rights of autonomy for indigenous people, as well as to ban privatization of public land and natural resources.

Working for 20 years the community of the Zapatistas built lots of schools and hospitals, they preserved their languages and cultures, and they built strong international support not only for themselves, but for other oppressed groups of people around the globe.

You have become the leader of a revolt of the oppressed in your country, but you can not win militarily.

**You have an opportunity to organize 5 events to convince the press and the public to support you.**

Describe what you would do:

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________

4. ____________________________________________

5. ____________________________________________

The Zapatista Indigenous Uprising: The Other Campaign

Candidate Zero did not want to be elected president. He participated in a campaign to explain what

They did not promote their leaders. They tied struggles for justice in their own community with struggles for the rights of other oppressed and neglected communities around the world.

They were able to find a language to relate to people around the globe, writing books, giving interviews, making films, inviting journalists and artists to visit them, and organizing festivals and meetings.
I think that the ancient Ur itself resembles a prison and everyone in it was kind of prisoners or prison warders.
THOUSANDS OF ACTIONS TO RAISE AWARENESS OF THE AIDS EPIDEMIC – BY ACTIVISTS, FILMMAKERS, AND ARTISTS – CHANGED PUBLIC OPINION AND LED TO NEW LAWS. THANKS TO THESE CHANGES AIDS IS NO LONGER A FATAL DISEASE FOR THOSE WITH ACCESS TO MEDICINES AND EDUCATION.

SHAME AND IGNORANCE WERE HUGE BARRIERS IN THE CAMPAIGN AGAINST AIDS

Can you think of an issue where people suffer from a lack of knowledge or treatment? What kind of bold or crazy actions could you imagine to bring attention to the cause? Try to think outside the box!

After ten years of the AIDS epidemic, the US government still hadn’t done anything. No government money was spent to study the disease or how to stop it. Gay men especially were dying, while patients and their families were often expected to be ashamed. Some people weren’t even allowed to visit their friends and lovers in hospital.

**IN 1992 HUNDREDS OF PEOPLE MARCHED TOWARDS THE FENCE OF THE WHITE HOUSE CARRYING URNS FULL OF THE ASHES OF THEIR DEAD FAMILY MEMBERS.**

They were screaming and crying as they dropped the ashes on the President’s lawn. They wanted him to do something. Police were so shocked they didn’t try to stop them.
In a small town in West Germany in 1987, one of the school teachers had been cruelly and repeatedly punishing children. If students did not know their French vocabulary or forgot their homework, they would be forced to stand next to the blackboard, face the wall, put a trash bin on their head, and stand there for the rest of the class.

The students had their own school newspaper, which they self-published. They wrote about politics and school events. One student writer denounced the teacher’s punishment technique in an article. This created a public scandal.

If students did not know their French vocabulary or forgot their homework, they would be forced to stand next to the blackboard, face the wall, put a trash bin on their head, and stand there for the rest of the class.

The parents and the local press were outraged. The teacher tried to bully the young author, but it didn’t work. He never again used this cruel technique.

Write a story for an imaginary newspaper about anything that you find unjust in your school.

Justice for everybody: teachers, parents, student: for the whole community.
Let's say you are the chief police officer in a town with an uprising of school kids.

What would you do to clear the air?

And what if you were the head teacher? How would you talk to the students?

Write down your speech here.

Now let's imagine that you are a kid. Imagine you have organized a special "disobedience fest" and set up your own school to host all the other schools. All the mandatory classes at your school have been cancelled and instead you have a number of elective classes.

What kind of elective classes would the kids at your superschool attend?

- Culinary – so that they could learn to cook for themselves and then enjoy the food they made all day.
- Farming – so they could learn to grow their own vegetables and fruit.
- Astronomy – so they could learn about the stars and attend Calculus lectures.
- Sewing – so they could make their own fashionable outfits and organize fashion shows.
MEMBERS OF THE ART GROUP THE YES MEN TRICKED A NEWS STATION BY PRETENDING TO BE THE BOSS OF A HUGE U.S. CORPORATION AND PROMISING TO RESTORE JUSTICE.

ONE OF THE BIGGEST POLLUTION CASES IN THE WORLD WAS A GAS LEAK CAUSED BY AN AMERICAN CORPORATION IN BHOPAL, INDIA IN 1984.

It killed thousands of people, and many remain injured or disabled today. The corporation responsible never helped the victims or cleaned up the mess. The real boss soon admitted publicly that he would fix nothing. So the whole world saw how evil the company was.

THE YES MEN WERE NOT PUNISHED FOR THEIR TRICK because what they did was an art performance.

COME UP WITH YOUR OWN TV APPEARANCE TO RESTORE JUSTICE

WHO WOULD YOU PRETEND TO BE?
Imagine that you can impersonate anybody: the Queen of England, your country’s president.

HOW WOULD VIEWERS REACT?
Would they be happy? Would they be surprised? Would your actions make them think?

HOW WOULD THE PEOPLE IN POWER RESPOND TO YOUR SHOW?
In 1970, the USA wanted to test an atomic bomb near Alaska. The citizens who lived there were afraid the test would cause earthquakes, do damage to the environment, or make them sick. They tried to organize local protests, but this didn’t change the decision.

Desperate to get the issue in the media, a group of young Canadians got into a boat themselves, and went to the island where the bomb was supposed to be dropped.

Their protest was so unusual and brave that it gained a lot of international press and support from people around the world. The group became Greenpeace, and would go on to conduct thousands of direct actions aimed at conserving natural resources, preventing environmental disasters, protecting plants and animals, and investing in alternative energy sources.

They are large and powerful, with members in 52 countries and a budget of 400 million dollars, but they still follow basically the same principals:

**INDEPENDENCE**
- never take money from a person or organization that can affect your decisions

**PEACE**
- never repay violence with violence

**JUSTICE**
- witnessing and direct action

Their belief in the role of direct action and media attention has proven very successful.

Their opinion is so important on the international level that governments and corporations are now forced to lobby Greenpeace itself.

Imagine that you need to convince the government that it is obliged to provide all residents with access to free, clean drinking water.

**WHAT ACTIONS WOULD YOU CHOOSE:**

- Write a letter to the government, urging it to take action.
- Organize daily or weekly protests (where?)
- Talk to people on the street
- Occupy a water source and build a water supply for all (how?)
- Do something else?
Black kids did not know Afrikaans well. This meant that they would be barely able to understand what was going on in the classroom.

20,000 children went on a peaceful demonstration with posters demanding changes. Children were met by the police with tear gas, dogs, and real bullets. During 3 days of protests between 170 to 700 kids were murdered. Videos and photos of killed kids went viral around the world. White students in Johannesburg staged a demonstration in support of Blacks. There were waves of protests around the country and lots of support around the world.

When protesters (even children) find themselves face-to-face with armed men, there is always the danger that shooting will start.

Let’s think about it: if we were in a situation of intolerable injustice and had to protest, what could be done to prevent direct danger to participants as much as possible? Can we be creative and escape violence, while still making our point?
Imagine that after the end of the apartheid, you became the Minister of Education. Your goal is to establish justice, especially in terms of access to education, since that determines the future of each child. Describe how you would organize the schools in South Africa.

How many children would be in each class? Would you allow the students to choose the subjects that they study? Which subjects would you make the most important in the school program? Pick four core subjects and four electives. How would you arrange the students in the classroom? One option is that the teacher is in front of the blackboard at one end of the room and the children are all behind desks set in rows. The other option is that the children sit in a circle, and the teacher walks around them.

Would you like to see schools where students are divided based on their interests – for example, those who like to dance go to dance school, and those who like math go to math school? Or does everyone need to have at least the same basic general education?

Can you imagine a school in which there would be no grades at all? Do you think everybody who wants to study at university should have access for free?

Write below what you would like to change about your own school.

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________________________________________________________________________
________________________________________________________________________

Resistance against such glaring injustice brought together many people from around the world, but it was Nelson Mandela who became the symbol of this fight.

Initially Mandela followed Gandhi’s ideas of peaceful resistance. Later, once he understood that this approach was not likely to change the regime, Mandela formed an armed branch of his party.

In response, the authorities arrested Mandela. He spent nearly 27 years in prison. His imprisonment became a public stand-off between Mandela and the authorities. The international community organized economic and cultural boycotts against South Africa and, finally, the ruling elite of the country were forced to give up on apartheid.

The black population of South Africa was deprived of its political and economic rights. This oppression, called “apartheid,” was one of the main functions of the South African state and its government.

The constitution of the South African state was changed. Nelson Mandela was elected the country’s first black president. He led a process of reconciliation. The communist views once held by the young Mandela did not influence his presidential reforms. Despite having political rights, the black population of South Africa remained marginalized by the country’s economy.
If you were asked to paint graffiti on this wall, what would it look like?
In Alabama, USA in the early 1960s, racial segregation was still legal. African American people were only able to sit in the back seats of the bus. King organized a non-violent bus boycott. People squeezed into cars and walked long distances for months to avoid the unfair system. Many were arrested, but the bus system needed their money, which gave them power.

After 381 days, the Supreme Court of the United States of America ruled that not only should every citizen have equal access to public transport, but also that all kinds of racial segregation were forbidden across the country.

**King’s speeches helped people imagine that the struggle for equality could be won.**

“I want to urge you. You have voted (for this boycott).”

What do you think is unjust or unfair around you?

Write a speech to help people imagine a world without injustice.
Colonial powers forbade Indian people to make salt from seawater. Mahatma Gandhi said: "THIS OUR LAND AND OUR SALT." Gandhi wrote many letters to colonial authorities urging them to overturn the unjust law. He said that if the law was not overturned he would organize acts of civil disobedience.

The representative of the British Empire answered that he was saddened to hear that Gandhi planned to participate in actions which would endanger social order. Together with 80 followers, Gandhi marched 380 kilometers to the coastal village of Dandi, attracting new followers on the way.

IT WAS THERE THAT MAHATMA BROKE THE LAW AND MADE A SPOONFUL OF SALT IN FRONT OF JOURNALISTS AND COLONIAL AUTHORITIES. THOUSANDS OF PEOPLE FOLLOWED HIS EXAMPLE. British policemen tried in vain to stop thousands of Indian people, beating them while journalists witnessed the resistance.

PHOTOS OF INDIAN CIVILIANS BEING BEATEN UP BY POLICE FOR TRYING TO EXTRACT SALT FROM THEIR OWN OCEAN SPREAD THROUGH THE INTERNATIONAL PRESS.

THE WHOLE WORLD WITNESSED THE INJUSTICE. THIS WAS THE END OF LEGITIMACY FOR THE ENGLISH COLONIAL POWER.

**ORGANIZATION:**

1. TRY ALL THE LEGAL WAYS OF SOLVING THE PROBLEM AND DOCUMENT THESE ATTEMPTS.
2. SPREAD THE INFORMATION: PRESS, PRESS, PRESS.
3. GATHER MANY SUPPORTERS.
4. THINK THROUGH YOUR PROTEST: HOW, WITH WHOM AND WHEN?

WHAT DO YOU THINK IS MOST ESSENTIAL IN ORGANIZING A SUCCESSFUL PROTEST?

Write down four strategies which are essential to successful resistance or rearrange the existing ones. Which steps are the most important?

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In 1901, in Pennsylvania, she took part in several labor conflicts at the textile mills that employed many underage girls. In 1903, Mary Jones organized the children who worked at mines and factories to go on a "children's crusade". It was a march from Kensington to Oyster Bay, which was the hometown of President Theodore Roosevelt. The President refused to meet with the participants of the march but the event did draw the attention of the public to the issue of child labor exploitation.

For her activism, Mother Jones was referred to as "the most dangerous woman in America". Back in the early 20th century, the factories in Europe and America employed a great number of children as young as 5 years old. They performed monotonous and dangerous work on machine tools, so by the age of 18, they were not only uneducated, but also ill. Today, child labor is a taboo in the developed countries. But children in the developing countries still continue to work. Helping one's parents is an important part of growing up for every child. In some poor regions, children are let out to pay off the debts of their parents. Some other poor families have their children learn traditional trades in helping their parents children receive their future profession.

The story of Mary Harris Jones (also known as "Mother Jones") is a perfect example of how a woman can inspire workers to fight for their rights. She played a great part in organizing the fight of workers in the United States.

Imagine that you write down how and why children must not work until the age of 18. Use the right column for where, how and why they may work. Imagine that your country would live by the rules that you write down. As you probably know, the mandatory paid leave, unemployment benefits, additional pay for the work performed overnight or on weekends are all recent achievements of the labor movement.
The Suffragettes in England risked their lives to gain equal rights. They wanted the right to vote, but also access to property and work, health and education. They were not taken seriously and were accused of being “unladylike” by wanting rights that were only available to men. To demand attention, they went on hunger strikes, set fire to politicians’ letter boxes, and protested outside houses where powerful men hung out together.

They also put out their own publicity that was very successful against negative propaganda that depicted them as old, ugly, perverted, and unnatural.

ENGLISH WOMEN GOT THE VOTE IN 1928. MANY OTHER COUNTRIES FOLLOWED, AS A RESULT OF SIMILAR WOMEN’S CAMPAIGNS. IN SAUDI ARABIA WOMEN GOT THE RIGHT TO VOTE ONLY IN 2011. THAT SEEMS LATE, BUT WOMEN IN FRANCE ONLY ATTAINED VOTING RIGHTS IN 1944, AND IN SWITZERLAND IN 1971.

What rights still have to be gained by women where you live?

MAKE A LIST

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Все ли права должны быть одинаковыми у мужчин и женщин?

Некоторые считают, что у женщин должно быть больше прав на воспитание детей, чем у мужчин. Например, при разводе, напиши какое твое мнение по этому вопросу.

Если женщины живут в стране где их права приравнены к правам маленьких детей или даже к правам животных, что они должны делать?

Веришь ли ты, что у них получится отстаивать равные права?

Представь себе, что взрослой женщине нужно просить разрешения, чтобы пойти на улицу одной, сходить гости к подруге, поступить учиться. В некоторых странах женщинам до сих пор не разрешают водить машины самостоятельно. А муж и отец для женщины — все равно, что начальник на работе: она должна спрашивать у него разрешение во всем...

Нарисуй плакат для женской кампании, который выставляет в неприглядном свете настроенных против женщин агитаторов.
What would you do to crack down on the demonstration?

How would you treat the women who refused to surrender?
Tolstoy was one of the most famous Russian writers and public figures. Today we would call him an activist. He not only wrote novels, but also wrote manifestos and news articles, organized free schools, and distributed food to poor and oppressed people.

When he was alive, in the late 19th century, his ideas and actions towards equality were considered to be extreme, dangerous, and even criminal. The government employed secret police to spy on him and many of his books were censored.

Tolstoy's teaching and life were examples of how non-violent resistance can change society.

Today however, most countries have accepted the notion of basic rights for every citizen.

Can you think of any laws that you consider unjust or inhumane?
LIST THEM HERE:


HOW WOULD YOU CHANGE THEM?
In his work Dan Perjovschi talks a lot about media. This drawing is called “The New Cowboy”.

But even our own Lev Tolstoi used the media channels that existed in his era to push his ideas, which were quite radical for that time. He participated in publishing projects that were rather nonconventional for his epoch — for example, he used his own funds to publish the ABC book for the poor, wrote tales and texts, speeches and so on. To put it simply, he was sort of a media cowboy.

Think of as many ways as possible that we can influence the media.

WRITE THEM DOWN.

What types of media can you list?

Television, radio, blogs, what else?
In 1871 the citizens of Paris took over the city.
They were simple people: shop owners, craftsmen, and workers.

After they took over the city, they introduced the 8-hour working day, equal pay for men and women, planned public transport in the city, street lighting and more.

All of these sorts of things are considered normal in our times.

But at that time — the late 19th century — they were considered rebellious and were brutally suppressed. Lots of people were killed when the army took the city back under control.

Some people said the protesters did not concentrate enough on defense. Others said that if they had, they would have ended up with a military settlement rather than a blueprint for humanity for the years to come.

Imagine that you can change anything you want in your city, and have all the money and resources that you need.

LIST THE FIVE MOST IMPORTANT THINGS YOU WOULD CHANGE.

1) ____________________________________________________________
2) ____________________________________________________________
3) ____________________________________________________________
4) ____________________________________________________________
5) ____________________________________________________________

LIST THE NEW LAWS YOU WOULD WRITE

1) ____________________________________________________________
2) ____________________________________________________________
3) ____________________________________________________________
4) ____________________________________________________________
5) ____________________________________________________________
Пожертвовавший свободой ради безопасности не заслуживает ни свободы, ни безопасности.

Бенджамин Франклин
PLEASE COMMENT ON THESE IDEAS:

Make a video-projection from a distance: the police will face only the shadows of demonstrators, who are actually far away.

Have a costume party instead of a traditional demonstration to avoid direct confrontation. Your party has to deliver your point of view.

Make the theme of the protest the opposite of what you really want, but make it VERY strong, so it would look grotesque—like the Yes Men did. For example, if you think that teachers should be nicer to kids, demand that they beat kids up.

Invite a celebrity like Angelina Jolie to the demonstration to show that famous people are on your side!

What else? Write your ideas.
I gathered this collection of historical notes so that together we can think about how the idea of justice developed in different countries and in different historical epochs. These are “lessons of history” for which there is no single (unified) answer. Everyone has to decide for himself or herself.

People have always dreamed of utopian harmony and drawn a picture of Paradise, but in reality, we live in a society full of conflicts. It looks like we cannot change it very quickly or maybe we cannot change it at all; we all understand ideas of justice and fairness very differently. The question is how we resolve our differences, and how can we do this together?

It is believed that the first protests occurred in ancient Egypt, when the slaves who built the pyramids stopped getting deliveries of food. They starved and were forced to protest.

A small child may not always agree with his or her parents or other adults. But over the course of a lifetime we learn to negotiate for our rights and respect the rights of others around us. People throughout history also questioned the social order and tried to come up with new rules that reflected their understanding of fairness.

As you can see, in different times people saw different things as “protests.” Sometimes even the distribution of food to starving fellow citizens, as Count Leo Tolstoy did, could displease the authorities; and sometimes a false statement on a major news channel, which brought financial loss to a major Western corporation, allowed artists like the Yes Men to achieve their goals.

It seems to me that protests start and make sense when there is an obvious injustice that cannot be sustained.

Often, skillfully and creatively organized protests bring great results and are much safer to implement for participants than large-scale actions that have not been carefully thought through.

Because protest can be dangerous.
In the final part of the book I would like to leave as much room for you as possible, WHERE YOU CAN WRITE DOWN YOUR IMPRESSIONS AND DEVELOP YOUR OWN IDEAS.

1) Which of the protests described in the book do you think was the most fair?

2) Which one do you think was not right, or even harmful or unjust?

3) Was there one that you personally would have liked to participate in?

Invent and describe your own perfect protest, which you think would be useful and important for your community or family.

DRAW SLOGANS OR GRAFFITI DESIGNS FOR YOUR IDEAL PROTEST.

HAVE YOU EVER PARTICIPATED IN A PROTEST OR DEMONSTRATION?
Try to remember your own very first protest. Maybe you refused to eat something that your mom gave to you, or you did not do your homework for school on purpose, without hiding this.
Was it a mistake?
Did anything good come out of it?

What would you do now, if you knew how it would turn out later?

(For instance, today I think that my school teachers were probably not so bad and it made a lot of sense to do my homework. But I also think it was wrong for my grandmother to always try to feed me huge amounts of food. By deliberately refusing to eat as much as she wanted me to, I protected my own health.)
Nika Dubrovsky’s practice evolved from visual arts, journalism, internet culture and publishing. Her critical position on educational regimes led to the development and publishing of doodle books for children.

She started the Anthropology For Kids project 8 years ago for her son, who was 6 at that time. She has lived in France, Israel and the USA, now lives in Berlin, Germany.

Alexander Koch is a curator and art gallerist in Germany. He advised and helped with editing the Anthropology For Kids series, because it is in line with his belief in equal education for all. He also believes strongly in the importance of research on collective content production. Alexander lives in Berlin, Germany.
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Mari Galvin – Associate Professor of Anthropology and Development Studies, University of Johannesburg (thank you Mari and Patric for a warm conversation in Johannesburg and for sharing your knowlidge sean maliehe – African economic historian and ethnographer University of Pretoria).
Iasha Lurie – journalist and author of short documentaries.

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