

Place-Based and Experiential Pedagogies: Teaching radical concepts in social movements and political sociology

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This piece argues that radical ideas in political sociology and social movement studies can sometimes be difficult to teach because of the ideological training that we all undergo in the process of our socialization. However, using a place-based and experiential form of pedagogy can be useful in explaining three particular concepts within the discipline: prefigurative politics, direct action, and self-management. First, I outline this approach as developed in my travel course to Spain, “Global Political Economy and Sustainability.” I begin with a brief explanation of this method and some relevant literature in sociology. Next, I identify those three concepts within the sociological study of social movements and political sociology that this type of pedagogy can help students see clearly and understand. Finally, I add some concluding remarks, self-criticism, and suggest some further research to investigate learning outcomes. [Article copies available for a fee from The Transformative Studies Institute. E-mail address: journal@transformativestudies.org Website: <http://www.transformativestudies.org> ©2022 by The Transformative Studies Institute. All rights reserved.]

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At its best, sociology invites students to understand daily life as connected to large-scale structural and institutional processes and vice versa. This was, after all, the basic argument that Mills ([1959] 2000) made in his world-renowned masterpiece, *The Sociological Imagination*. This can be difficult in the classroom, as sociologists teach about concepts that might seem foreign to students, either because of a lack of

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