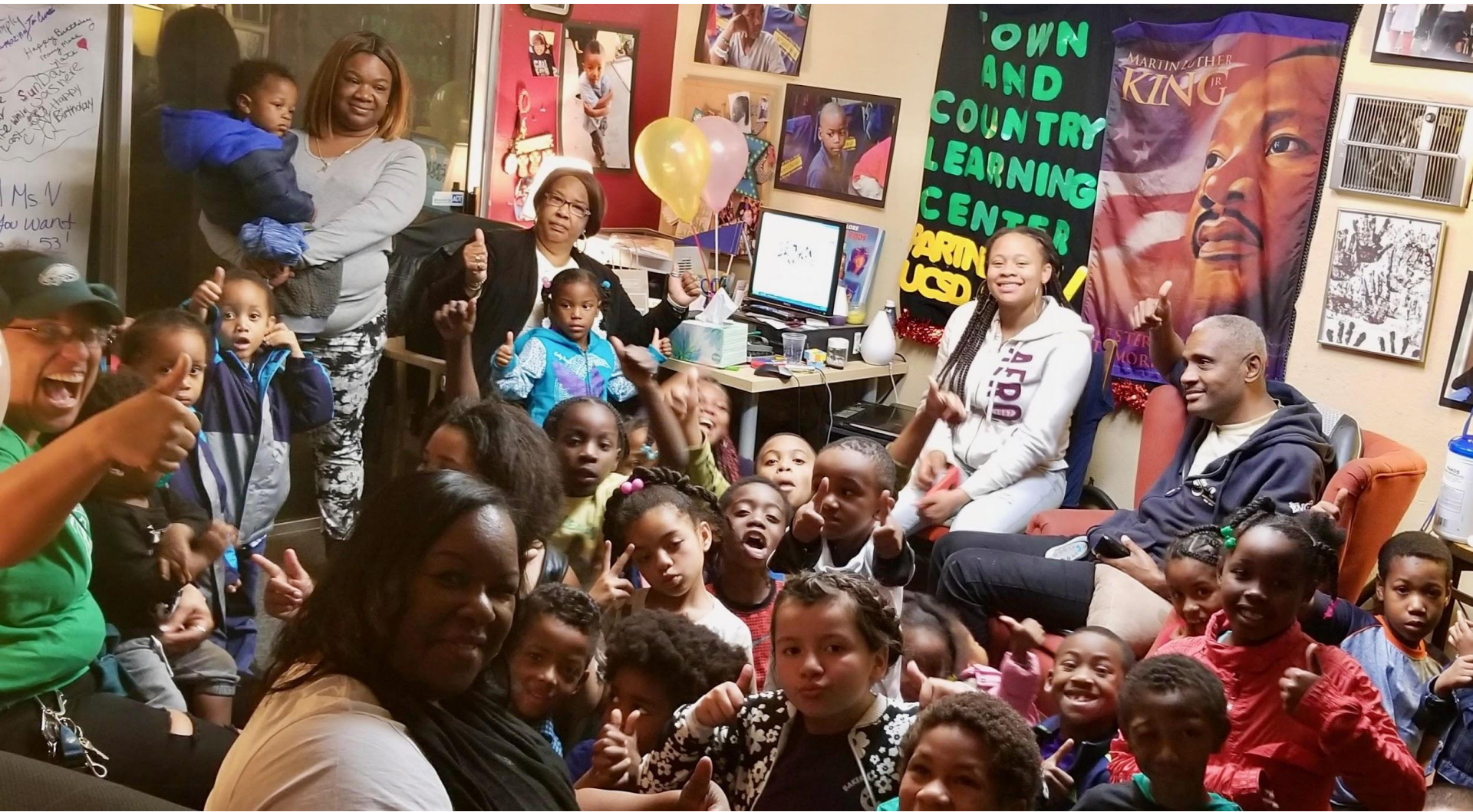


# Democracy Lab 2.0

Veverly Anderson, Angela Booker, Camille Campion  
UC San Diego



# Changing spaces



& the creation of settings







# The original learning center

























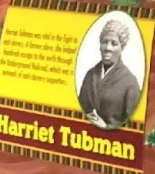
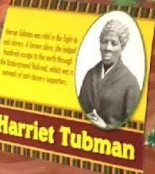
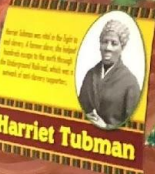
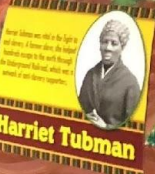
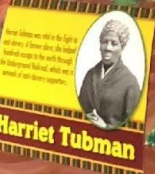
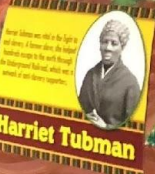
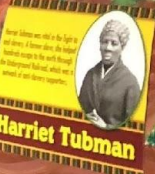
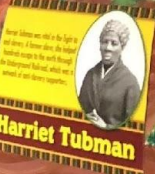
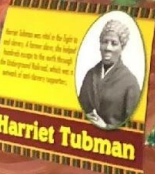
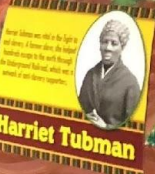
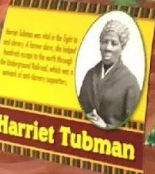


THE CAREER  
IS RIGHT

What does it mean to be a career?  
What does it mean to be a professional?  
What does it mean to be a leader?

DREAMER











# The intermediate learning center

TOWN & COUNTRY  
LEARNING CENTER











**The new community center**

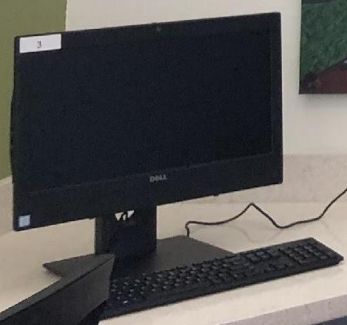






















A top-down photograph of a group of people sitting on a carpeted floor. Their hands are stacked in a large circle in the center, with fingers pointing towards the middle. The people are wearing various casual clothing, including a purple shirt, a yellow shirt, and a white shirt with a cartoon graphic. The background shows patterned cushions and a grey carpet.

# Democracy Lab

Democracy Lab works to expose opportunities for **experiential democracy** in daily life.

Democracy Lab focuses on experiences with **tools and practices** for imagining, building, and processes of repairing our shared life together.

Video (co)production as democratic practice







“Throughout the whole quarter, I’ve realized the importance of storytelling and narratives. It just kind of clicked for me, how we are creating our own identity through these videos – like, we are the science people, in our case, and then here’s the sports people and the traveling people. But, just hearing out their stories and us sharing our stories, kind of bridges the gap of where we’re seeing each other in the world. Before going to the center, I had a different notion of that community, I had a different idea; although my parents are just a couple of miles away from that community, I never stopped and wondered what is going on. And I think being able to understand the power of individual stories, gave me the perspective that we all have a story to tell and they’re all their own truth and we should value that to empower their own community and empower ourselves.” (FM, 3/14/19)



# Next Steps

## Ways to address a paradox:

The state's largest youth serving institution is charged with laying a foundation for democratic participation while also reproducing the authority of the state.

Public schools are important spaces for realizing the potential of democratic public participation.

Fifty million children and youth attend public school in the United States (Kena et al., 2015), making schools the central public institution within which young people have a stake and one where they have a clear, collective claim to citizenship:

cultural citizenship (Rosaldo, 1994)

self-actualizing citizenship (Bennett, 2008)

enfranchisement

decolonial pedagogies & ethical relations (Zavala, 2018)

and more



# Emerging d.lab projects

Dept. of Communication  
UC San Diego

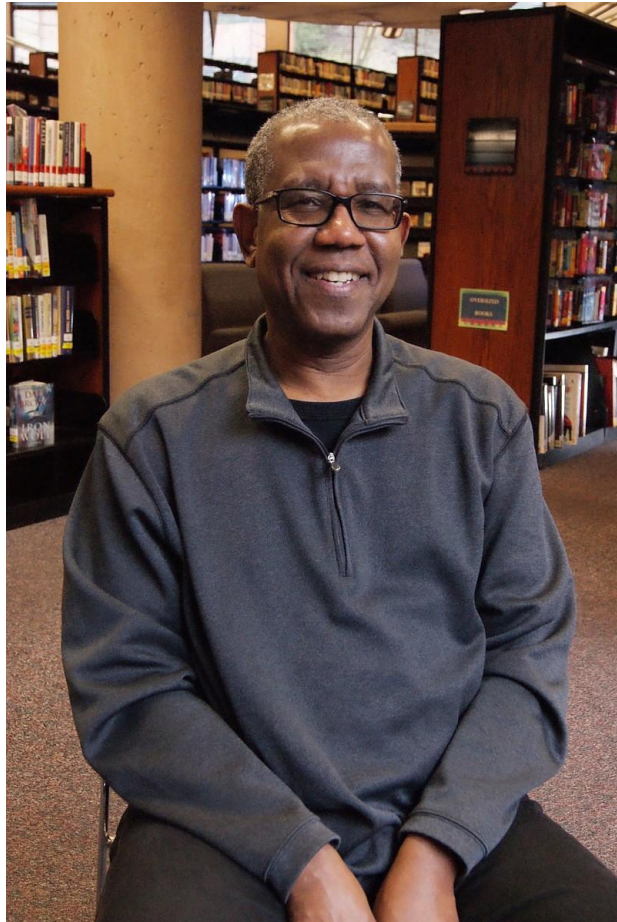


San Diego Public Library





# Developing Partnership San Diego Public Libraries



**Marc Chery**

San Diego Public Library

Supervisor, Humanities Section, Central  
Library

Former branch librarian for Malcolm X Branch  
and Performing Arts Center

Screenwriter



# Developing SDSU Partnership Geography & YESS Center



**Kate Swanson**

SDSU, Geography Dept.

border policies, youth agency, rights, crime  
and violence

volunteer and researcher

has worked extensively with Central  
American & Mexican migrant children in  
the border region

recent work: unaccompanied migrant  
children and migrant detention centers



# Next stages of design

## Questions:

1. When is democratic practice most readily available to young participants, and how do impediments to their practice function?
2. What tools and practices are most readily accessible for democratic engagement as an activity in daily life?
3. What forms of relational work promote the development of civic knowledge and political practice?
4. When and how does mobility affect democratic participation?

place-based

- incubator
- expansion

mobile design plans



# inquiries/musings: democratic practice

**Contribution:** Latin con- (with) + tribuere (bestow) to form contribuere to contribut- (brought together, added) to contribute in the mid 16<sup>th</sup> century

What would it look like to know democracy on these terms: Contribution...a form of bringing together; and Lucretius (via Mary Oliver)...a form of recognizing something will be made from what already is

**Democracy:** Greek demos- (the people) + kratia (power, rule) to form demokratia to late Latin and then to late French to become démocratie and then democracy in the late 16<sup>th</sup> century

What if **rule** is more like a guide? (comes from Latin regula- (straight stick)...becomes regulare in late Latin and then reule in Late French)

**Power** comes from the Latin posse (be able) and becomes poeir in Anglo-Norman French to power in middle English



Thank you!