

“Postcolonial Computing for Closet Nativists”

Selection of books (June, 2018) by Brian Kuan Wood

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, 1983 *

Nadia Abu El-Haj, *The Genealogical Science: The Search for Jewish Origins and the Politics of Epistemology*, 2012 *

Leanne Betasamosake Simpson, *As We Have Always Done: Indigenous Freedom through Radical Resistance*, 2017

Erik Davis, *TechGnosis: Myth, Magic, and Mysticism in the Age of Information*, 1998

Gilles Deleuze and Félix Guattari, *Anti-Oedipus: Capitalism and Schizophrenia* *

Michel Foucault, *The Birth of Biopolitics*, 1986 *

Kurt Goldstein, *The Organism*, 1934

Yuk Hui, *The Question Concerning Technology in China: An Essay in Cosmotechnics*

Lao-Tzu, *Tao te Ching* (Stephen Mitchell translation), 2016 *

Gregor Mobius, *DNA Semantics*, 2015 *

Reza Negarestani, *Cyclonopedia: Complicity with Anonymous Materials*, 2008 *

Cathy O’Neil, *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*, 2016 *

Matteo Pasquinelli et al, *Alleys of Your Mind: Augmented Intelligence and its Traumas*

Lisa Robertson, *the weather*, 2015 *

Kim TallBear, *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*, 2013

Norbert Wiener, *Cybernetics or, Control and Communication in the Animal and the Machine*, 1948 *

Langzaam maar zeker wordt de boekenwinkelinventaris van de projectruimte 'Zonder titel' bij Witte de With Centrum voor Hedendaagse Kunst steeds groter. Maandelijks selecteert een kunstenaar of cultuurmaker een aantal boeken op basis van lopend onderzoek of persoonlijke interesse. Een deel van deze selectie is hier te koop *. Met deze maand:

The bookshop inventory of *Untitled* at Witte de With, Center for Contemporary Art grows slowly. On a monthly basis, an artist or cultural worker selects a number of books – some of which are here available for purchase*– based on an ongoing research or interest topic. This month:

"Learning to be me."

Door/ by Teana Boston-Mammah

Jane Austin, *Persuasion*, 1818 *

James Baldwin, *Another Country*, 1960 *

James Baldwin, *If Beale Street Could Talk*, 1973 *

Ta-Nehisi Coates, *Between the World and Me*, 2015

Brittney Cooper, *Eloquent Rage: A Black Feminist Discovers Her Superpower*, 2018

Julie Dash, *Daughters of the Dust*, 1997 *

Afua Hirsch, *Brit(ish): On Race, Identity and Belonging*, 2018

Toni Morrison, *Beloved*, 1987 *

Toni Morrison, *The Bluest Eye*, 1979 *

Lionel Schiver, *We Need to Talk About Kevin*, 2003 *

Zadie Smith, *NW: A Novel*, 2012 *

Gloria Wekker, *White Innocence: Paradoxes of Colonialism and Race*, 2016

Jeanette Winterson, *Oranges Are Not The Only Fruit*, 1985 *

Jeanette Winterson, *The Stone Gods*, 2007 *

"Autonomous Education, Anarchist Pedagogy and Radical Learning."

Selection of books (July, 2018) by Yoeri Meessen

Sepake Angiama, *aneducation*, 2018 *

Dennis Atkinson, *Art, Disobedience, and Ethics: The Adventure of Pedagogy*, 2017

Nadim Bakhshov, *Against Capitalist Education: What is education for?*, 2015 *

James Baldwin, *A Talk to Teachers*, 1985

Howard S. Becker, *A School Is a Lousy Place To Learn Anything in*, 1972

Gert Biesta, *Door kunst onderwezen willen worden*, 2017

Gert Biesta, *The Beautiful Risk of Education*, 2014 *

John Dewey, *Democracy and Education*, 2008 *

Armand Doucet, *Teaching in the Fourth Industrial Revolution: Standing at the Precipice*, 2018

Priscilla Fernandez, *The Book of Aesthetic Education of the Modern School*, 2014

Paulo Freire, *Pedagogy of the Oppressed*, 1970 *

Iliass El Hadioui, *Hoe de straat de school binnendringt*, 2015 *

Pablo Helguera, *Education for Socially Engaged Art: A Materials and Techniques Handbook*, 2011

John Holt, *How Children Fail*, 1964 *

Bell Hooks, *Teaching community: A Pedagogy of Hope*, 2003

Bell Hooks, *Teaching to transgress*, 1994 *

Ivan Illich, *Deschooling Society*, 1970 *

Peter Kraftl, *Geographies of Alternative Education*, 2014

Christy Kulz, *Factories for learning: Making race, class and inequality in the neoliberal academy*, 2017 *

J. Masschelein & M. Simons, *Apologie van de school: Een publieke zaak*, 2012

Philippe Meirieu, *Pedagogiek: De plicht om weerstand te bieden*, 2009

Martha C. Nussbaum, *Not for Profit: Why Democracy Needs the Humanities*, 2010 *

Neil Postman, *Teaching as a Subversive Activity*, 1969 *

Jaques Rancière, *The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*, 1991

Stijn Sieckelinck, *Reradicaliseren: Ronselen voor een betere wereld*, 2017 *

Judith Suissa, *Anarchism and Education: A Philosophical Perspective*, 2010 *

Read-in Series

De *Read-In Series* is sinds 2013 een samenwerking tussen de Willem de Kooning Academie en Witte de With Center for Contemporary Art voor het minor studieprogramma Critical Studies. Tijdens dit jaarlijkse programma worden studenten gestimuleerd om hun persoonlijke visie te verscherpen en leren ze artistiek onderzoek doen dat denken, schrijven en het maken van kunst combineert.

De volgende selectie boeken die tijdens *Read-In Series* door studenten zijn behandeld zijn van harte aan te bevelen en hier te koop.

Since 2013, the *Read-In Series* is a collaboration between the Willem de Kooning Academy and Witte de With Center for Contemporary Art, for the minor Critical Studies. During this yearly program students are encouraged to sharpen their personal vision on the social relevance of art and culture through confrontation with theories, concepts and analytical methodologies from the philosophical tradition of 'critical theory'.

The following is a selection of recommended books from this series, which are for sale here:

Sara Ahmed, *Happy Objects: The Promise of Happiness*, *

Laurent Berlant, *Cruel Optimism*, 2011 *

Frantz Fanon, *Black Skin, White Masks*, 1952 *

Michael Hardt en Antonio Negri, *Commonwealth*, 2009 *

Slavoj Žižek, *Against the Double Blackmail: Refugees, Terror and Other Troubles with the Neighbours*, 2016 *