

Intellectual Activism through Radical Pedagogy and Public Criminology

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Conversations with activists oft describe a perceived disconnect between themselves and academics on the utility of various strategies in service to social justice. Much of this criticism rests on a narrow conceptualization of activism as “direct action,” while minimizing the importance and impact of knowledge production and dissemination. The purpose of this paper is to argue for a more inclusive definition of activism, using insights from Giroux (2011) and Collins (2013) on radical pedagogy and intellectual activism. Further, efforts undertaken to that end through public criminology will be presented, as well as the challenges associated with maintaining the project by a collective.