

## Villarreal Clip 2 Transcript

CHRISTINA VILLARREAL: So, announcements. So for the project proposals, just upload, as I said last week. And I know that that's a little bit-- I know that that's a stretch for some folks, just asking you to do a free-write on what you would imagine doing a project on. But just, the best thing to be said is, I would encourage you, go back over the syllabus. Even go back to the talking points. Go back through-- I don't know, anything, anything that, I don't know, has stood out to you, or kind of what resonates with you at this point, because that's really what I really want the projects to ultimately become, is something that you actually care about, something that you can actually see yourself doing, because I'm over classes, because I know what that feels like-- doing a project that has-- for the sake of just getting it done, just for the sake of, OK, well-- of submission. OK, and then it's done, and then I forget about it.

As I mentioned, my hope, my sincere hope, is that through this semi-organic process, you will begin, or continue, a journey, maybe that you started in this class. But it'll be something that will be ongoing. And don't worry. Don't get worried or bogged down in thinking about, oh, the-- getting a good grade or something, on this final project, because they are designed to be works in progress.

I know I mentioned that last week, but I just want to echo it again, because I think it's really important in just beginning to conceptualize, because it is, I think, different than what a typical final-- maybe I shouldn't call it final projects. Maybe I should begin to call them ongoing projects. But then that would freak people out at shopping, like, what is-- what? No thanks, not going to take that class.

So yeah. If you need broad categories to help guide you, just look at the syllabus. I mean, I think for some of you, there's more obvious-- if you're interested in things like policy, if you are interested in curriculum-- again, if you're interested in helping to

develop trainings-- or think about projects you've done in other classes that you feel like you-- I mean, I'm also really open to that. That's happened before, where last year, some projects began with folks reexamining curriculum that they've already designed in their classrooms, especially teachers.

And so many of you, I see themes that emerge in your talking points. The questions that you're asking, I see that as a very obvious place for you to begin thinking about, what would I ultimately like to exit this class having thought, done a final deep dive about, with some of my peers? Questions about that? Nobody wants to ask questions because you have to have a mic?

STUDENT: I have a question.

CHRISTINA VILLAREAL: Question?

CREW: Oh, sorry.

[LAUGHTER]

STUDENT: OK. Knowing that we're then going to be grouped, if we have two things that we feel really excited about, and knowing that one of them might be dismissed because there's not other people who are on the same page, can we write about two separate ideas that we'd be excited about?

CHRISTINA VILLAREAL: Sure, but try-- my hope is that in writing about those two, your core is going to kind of lean towards one. But yes, you can. You can write about those two.

[LAUGHTER]

One day we're going to have one of those little floating robot thingies, like Krang--

STUDENT: You can just press a button.

CHRISTINA VILLAREAL: --in Ninja Turtles.

STUDENT: How concrete does the project proposal have to be? How concrete should your idea be?

CHRISTINA VILLAREAL: However. That's up to you. It could be as-- like, last year, I had some who, for real, it looked like a super serious proposal, and others looked like they were just like, they put a dream on paper. And both of them were beyond legit for the purposes of what we're going to do next week.

STUDENT: OK.

CHRISTINA VILLAREAL: It can be as abstract or as concrete as where you are currently sitting at, in terms of this class, right now. That's a good question. All right. I'm looking forward to seeing-- oh, we have one more question.

STUDENT: It's not a question--

CREW: Oh.

STUDENT: It's not really a question, but it's an announcement. I think it got sent out, but I would really appreciate it if anyone could come to the film screening tonight. It's called Keepers of the Game. It's at 5:30 in Larsen G08. I don't really know where that is, but--

STUDENT: Basement.

STUDENT: Yeah. And it's a really awesome film about-- it's about lacrosse, but it's about contemporary indigenous identity and what it means to implement change within a culture that is rooted in tradition. And so the premise of the film is that lacrosse is traditionally and spiritually a men's game, and it's a healing game for men.

But this indigenous nation, the Mohawk nation, create the first female, or woman-identifying lacrosse team, and they get a lot of push-back from their community. And they also get a lot of push-back being indigenous women playing a sport that is predominantly white, ironically. Yeah, so it's going to be a good talk. We're going to do a discussion afterwards, so yeah.

CHRISTINA VILLAREAL: Nice.