



INTENTION

Address the question of “how does violence connect and disconnect us?” through tangible and intangible forces.

PREPARATION

PHASE 01 = Explore tangible forces. Blow stuff up. Let food mold. Create or observe rust on an un/important object. Rip things.

PHASE 02 = Explore intangible forces by researching inclusion and exclusion. Which neighborhoods get resources? How does that affect people living there?

EVENT

Use food access as a connection between tangible/intangible forces.

Option 01 = Transplant a whole community garden from a wealthy neighborhood to a poor one

Option 02 = Students are designated as different food access barriers. Role play.

Option 03 = Build a community food bank. What does it take to plan/sustain an ongoing project?

CURRICULUM BY BUMBLING DOPE AGGIES FOR

(LEFT)

Doug Hall, American, b. 1944

The United States Cut Into a Continuous Strip, 1982

Oil stick on paper mounted on oil stick on bristol board

Comp: 20 × 26 in. (50.8 × 66 cm.)

Collection Museum of Contemporary Art Chicago, Awards in the Visual Arts Purchase Grant, 1983.51

Photo: Nathan Keay, © MCA Chicago

(RIGHT)

Cady Noland, American, b. 1956

Chainsaw Cut Cowboy Head, 1990

Silkscreen on aluminum with rope, roll of tape, and cigarette box

60 × 60 × 19 ¼ in. (152.4 × 152.4 × 49 cm)

Collection Museum of Contemporary Art Chicago, Gift of Susan and Lewis Manilow, 1999.36.a-d

Photo: Nathan Keay, © MCA Chicago