

THE PLACE: UNIVERSITY

INTRODUCTION

The place for this seminar is the university in general and arts and story education in particular. The phd student is part of this place as a student, a teacher and a researcher. This seminar will build on previous research acts (plot points) that also has been situated within the university.

BACKGROUND

I have always worked site specifically with my contexts, Working as an artist within the university has shifted my practice considerably. My work always circled around the struggle over the interpretation of reality and the future and I've become very interested in how that works in academia.

The university has a future oriented nature but it often relies on outdated and unjust structures. As we face system change we can not keep trying to make sense of the new world by the logic of the old world.

In narrative education it is tough how stories can unfold. And the current dominant dramaturgical models & modes seem to prevent us from grasping our complex situation. Especially as, currently the tech, oil, gas, mining companies, are developing and lobbying for their blueprints for educational futures.¹

How can we teach storytelling in new ways for new times? Ways that take into account that our stories are already taking place inside competing storyworlds? How can we include the questioning of those storyworld premises in the narrative education?

METHODS

The university is a interesting place to explore resistance of dominant visions of the future. This research seek to do so by worldbuilding and worldings through the future oriented genre of sci-fi. It does so through transdisciplinary collaborations & by incorporating actual degrowth into the production modes at the university.

SOURCES

There is a need to reinvent our current narrative genres and models, and even the structures for education itself with for example its outdated divisions of natural sciences and antropological sciences that prevent us from dealing with *our situation of collapsed distinction between natural history and human history*³

*What future should we educate for? As we here seem to be facing a future where this researcher will no longer exist, where the electricity to study this research output won't exist and a profession to educate won't exist*⁴. How can we relate to this future in our education today?

*Academia as we have known it is fine for facilitating gradual change. But when you are faced with an emergency, then normal science is no longer appropriate*¹

Based on my experiences so far in this project, I believe we need to ground ourselves more in the present situation and our own experiences to find connections and methods from here and now. I also draw on approaches to teaching outside of the academia⁵ to see how they could fit into the university.

*I know this space exists. So do you if your heart beats the oldest groove*⁶.

NOTES

1. Bendell, J., & Read, R. (2021). What climate science can and cannot tell us about our predicament. In Bendell and Read (eds.), Deep adaptation: Navigating the realities of climate chaos. Polity Press, p.34.
2. <https://www.iesalc.unesco.org/en/2022/06/02/reimagining-the-futures-of-higher-education>
3. Dipesh Chakrabarty, The Climate of History: Four Theses Critical Inquiry Vol. 35 2009, 201.
4. Bendell, J. (2021). Deep adaptation: A map for navigating climate tragedy. In Bendell and Read (eds.), Deep adaptation: Navigating the realities of climate chaos. Polity Press, p.58-59.
5. A school called home, Westcountry School of Myth and Story, the tree school, campus in camps. the Sensing salon. Fridays for future, school strikes.
6. *The Beigenes, Kae Tempest*