

DARK PEDAGOGY



DPU - DANMARKS INSTITUT FOR PÆDAGOGIK OG UDDANNELSE

AARHUS UNIVERSITET

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DARK PEDAGOGY – A PROJECT

REAL
RESEARCH
COLLECTIVE

EST. 2014

- A part of the REAL Research Collective
 - Ongoing project with Stefan Bengtsson, Martin Laugesen, David Kronlid & others
 - Several presentations in DK, SE, CA
- A Palgrave book, an article for SI of EER, research funding applications



DARK PEDAGOGY?

Speculative Realism – A critique post-kantian language focus.

Correlationism, Contingency

H.P. Lovecraft – Horror as stories of that which we do not understand

Dark as in *dunkel* – Dark, deep, obscure, vague, gloomy, shady, opaque

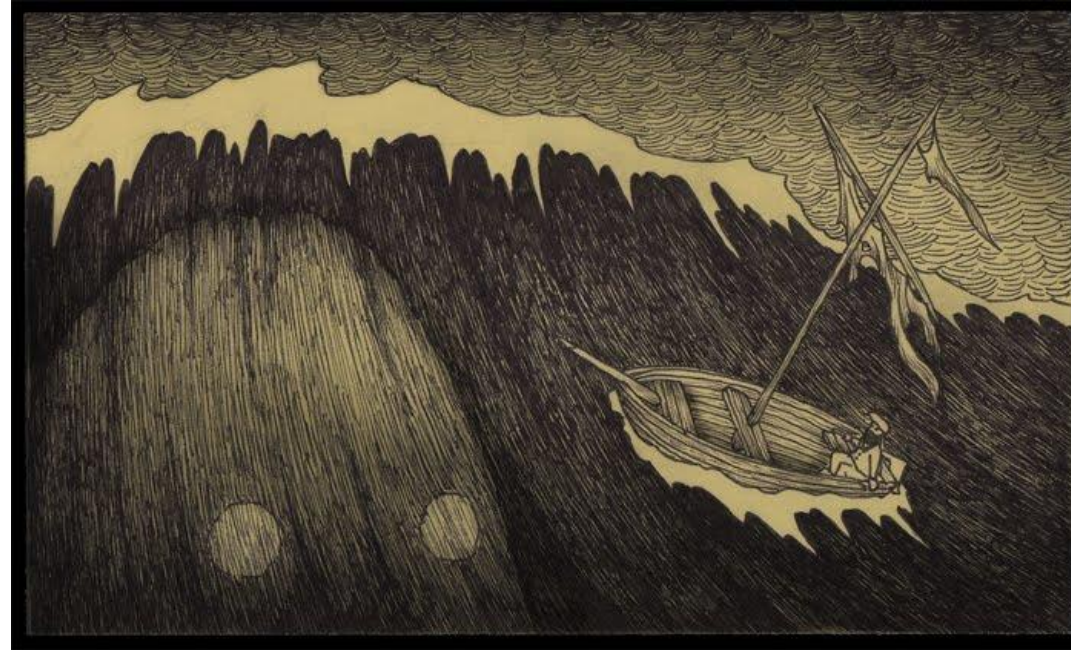
Pedagogy – An implicit and explicit relationship with the past, present and future world

Dark pedagogy deals with dark, obscure, opaque relationships with the world



THE HORROR OF EDUCATION

H.P. Lovecraft (1890-1937) – The preeminent writer of the Great outdoors



Denial-----Insanity-----Death



THE BOOK

Part one – the Horror of Education

- Denial – *Jonas Lysgaard*
- Insanity – *Martin Laugesen*
- Death – *Stefan Bengtsson*

Part two – Towards Dark Pedagogy

- Dark pedagogy between Denial and Insanity – *Jonas Lysgaard*
- A dark pedagogy of Vulnerability – *Stefan Bengtsson*
- A dark pedagogy of the Anthropocene – *Martin Laugesen*



DENIAL

- Denial indicates a relationship
- Disavowal
- Denialism
- Positive and negative aspects of denial
- Denial at the core of the enlightenment and modern project, the main villain



WHAT IS DENIED?

HYPER OBJECTS – WICKED PROBLEMS

Hyper objects are *viscous*, impossible to get rid of, they are *massive* and *displaced* in *time* and *place* and they draw in very different objects in their never ending reach. (Morton 2013)

Wicked problems are hard to define, they have no specific beginning or end, they are symptoms of other problems, they change as you try to address them and there is no clear gauge for whether applied solutions are successful (Webber, 1973)



DENIAL IN EDUCATION

- Denial as central in education
- The impossibility of education (Freud)
- Education as (always failed) reproduction (Sjæffström)
- Education as a dialogue with the future



EXPERIMENTING WITH CHARACTERISTICS OF MATERIALS, PEOPLE AND EDUCATION

- Object Oriented Ontology (Harman)
- The withdrawn kernel of education
- Education as **contingent**
- Education is not only **correlationism**
- Hyper education, wicked education?

- **Mining**
 - Undermining education
 - Overmining education
 - Duomining education

- Making pedagogy (more) public, but what and who is the public?



AN NEO-REALIST DARK PEDAGOGY ON THE HORIZON OF EXTINCTION

Denial-----Insanity-----Death

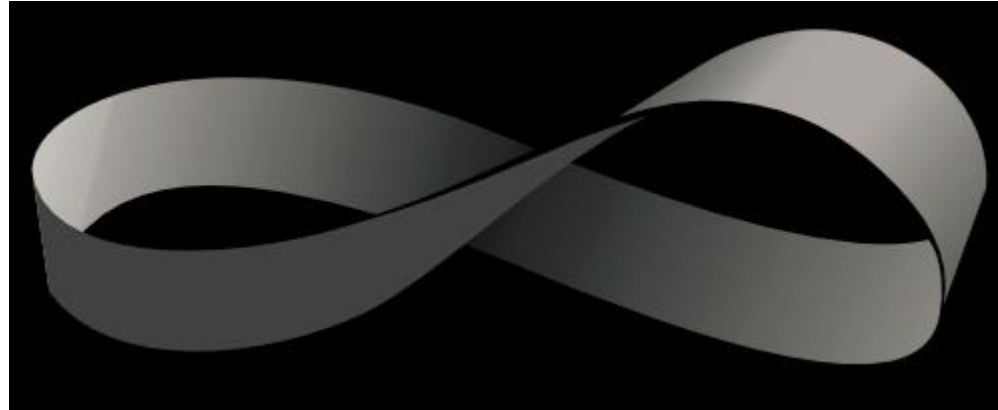
The Neo-realists

Brassier – Neo-nihilism and extinctions and natural sciences as the constant backdrop of thinking

Meillassoux – Realisms through mathematics as a way of entering insight and facts



DARK PEDAGOGY AS THE COLLAPSE OF DENIAL, INSANITY AND DEATH



The mysticists

- **Harman** – The inherrent withdrawnness of objects (2011, 2016)
- **Thacker** – The world for us – The world in itself - The world without us (2011)
- **Levy Bryant** – A flat onthology – Democracy of objects (2011)



A DARK PEDAGOGY BETWEEN DENIAL AND INSANITY?

-
- Adressing the issues at hand, without overburdening the individual (Lacan)
 - Develop a sensibility towards eco-, geo-, infra- and chrono-factors (Bryant)
 - Insisting on the inherent withdrawnness of the world (Harman)





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