

The pedagogy of love and freedom through the lenses of theatre laboratory

What's love got to do, got to do with it?
What's love but a second hand emotion?
What's love got to do, got to do with it?
Who needs a heart when a heart can be broken?
Songwriters: Terry Britten / Graham Lyle

The Tina Turner hit song plays in the background: What's love got to do with education? In light of contemporary higher educational strategies, we can answer: nothing at all. Pedagogical theories that focus on care, love, affects are numerous in critical (Freire 2018, Darder 2017) and feminist studies (hooks 2000), but they do not find their way into higher education practices and are silenced insofar these theories express a sustained critique of advanced capitalism (Braidotti 2019) and offer alternatives to neoliberal education. Knowledge is needed to understand the entanglements through which pedagogies of care emerge and the role they hold within sustainable democratic education. Teaching and learning through care are strictly related to affective experiences. The “affective turn” in social studies (Knudsen & Stage 2015, p.1) has sharpened attention to emotional experiences, emphasizing a lack of knowledge on the educators’ affects and a substantial rethinking of affects as social/cultural politics (Ahmed 2014), embodied (Massumi 2015), performative (Butler 2011) and material (Malinowska & Gratzke 2017). This lecture looks at the materiality of affects through the lenses of theatre laboratory (Chemi 2018).

References

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