

## WORKSHOP #4 READING 'LAND AS PEDAGOGY'

TUESDAY, FEBRUARY 9, 2021, 17:00-19:00

'Pedagogy' in the western sense is very much limited to the system of institutional education, as noted by Ayesha Ghanchi during her introductory workshop. In 'Land as Pedagogy: Nishnaabeg intelligence and rebellious transformation' (2014), Leanne Betasamosake Simpson writes about Nishnaabeg knowledge that is "contextual and relational", it "flows through relationships between living entities" so that "the context is the curriculum". Looking at decolonial critiques of disembodied and decontextualised knowledge, during this session led by Amelia Groom we attempted to think about pedagogical practices that refuse to reproduce what Simpson calls the "hyper-individualism that negates relationality".

Learning in and from communities and from nature has been the oldest 'pedagogy' in human history. We discussed how this text speaks specifically to the notion of 'land', of which colonial settlers brought a very narrow understanding, one that is incommensurable with the ways in which Indigenous peoples have always related to the land. We also discussed the importance of storytelling; the different interpretations, paces, disseminations, and layers that evolve and allow for access in various ways, both within the text itself but also as part of a communal, intergenerational pedagogy.

W/ AMELIA GROOM



Amelia Groom is a Berlin-based writer and art historian who has taught at the Sandberg Instituut's Critical Studies department since 2014. She also taught at the Master of Voice and Approaching Language temporary programmes there, as well as at the Graphic Design department at the Rietveld. From 2018–2020 she was a postdoctoral fellow at ICI Berlin Institute for Cultural Inquiry, and from 2021–2022 she holds a research position at The Royal Danish Academy of Fine Arts in Copenhagen. Her book *Beverly Buchanan: Marsh Ruins* was recently published by Afterall Books.

READING:

online  
WORKSHOP #4

'LAND AS PEDAGOGY'

hear  
here  
here

w/ AMELIA  
GROOM

TUE FEB 9,  
5-7PM

Decolonial critiques  
of disembodied and  
decontextualised knowledge.

Hear! Here! is a platform and research  
project for Rietveld & Sandberg staff.  
In 2020/2021 the platform is dedicated to  
dialogue and critical pedagogy.

\* What is 'theory'? Coming to know is learner-led.

\* The tree is a consenting agent as well.

\* Learning from nature is not outcome-based.

\* The text acknowledges and cites the different storytellers. The process of retelling is unfinished and retelling changes the story.

\* Patience and capacity to wait are important. The proof doesn't need to be there immediately.

\* Moving to opacity and refusing purity/colonial rigidity, knowledge is 'stackable'.

\* Resurgence: an important concept in Indigenous Studies that necessarily disrupts linear models of time: relating to collective and quotidian practices of world-building which are ongoing, stretching across time, not arriving simply as a response to colonial imposition and elimination.

\* What is made possible by a loving, supportive relationship (community/friendship allow for relational engagement).

\* The context is the curriculum (you can't really have a standard curriculum, it should always be responsive to context).

\* 'Presenting': creating conditions for meaning-making together.

\* Universities/art schools take people 'off the land', and produce an image of the land as uninhabitable, as a place for extraction.

\* Our students and our practices exist beyond the walls of the institution.

\* Allow for messiness.

\* Insist on intimacy.