Not only in education, but many fields of academic enquiry (e.g., environmental humanities, the performatve arts, cultural theory, organisational studies, critical geography, architecture, anthropology, political theory, childhood studies, literary and literacy studies) are now questioning human-centred figurations of the subject. Anthropocentrism is increasingly seen as the main reason for present struggles with respect to race, gender, class, sex and the environmental problems, threatening a sustainable future in the controversially termed geological period of the Anthropocene in which we now live. In her book *Staying with the Trouble*, Donna Haraway (2016, p.35) explains our predicament on a damaged planet passionately:

> These times called the Anthropocene are times of multispecies, including human, urgency: of great mass death and extinction; of onrushing disasters, whose unpredictable specificities are foolishly taken as unknowability itself; of refusing to know and to cultivate the capacity of response-ability; of refusing to be present in and to onrushing catastrophe in time; of unprecedented looking away.

Crucially for education is how the notion of the ‘future’ in the Anthropocene positions the human, and especially child and childhood. As a universal call to humanity to protect our planet it is important to resist, for example, the idea that child needs either rescuing or is put in the position of saviour. Instead, we need to radically reconfigure how humans relate to the world (e.g., through concepts such as ‘time’ and ‘space’) and disrupt the power producing binaries at the heart of western metaphysics.

This colloquium is an open invitation to experiment and explore how education can be done differently - from early childhood to university education. In particular, we invite presenters to engage delegates in pedagogies that reject humans’ claim to exceptionalism and the epistemic arrogance of locating knowledge, intelligence and meaning-making in the subject and only in the human subject. **What decolonising difference would it make for the environment if we would teach posthuman(e)ly in all phases of education?**

The event is an open invitation to think differently, to experiment and to create new ideas collaboratively. For the Sunday we are welcoming the following proposals:

- Practical activities that have worked in pedagogical practice
- Short theoretical provocations about the theme enacted (so a doing, not just talk)

[Available are a variety of art and design materials for the workshops.]
Programme

Friday 21 September


3 Registration Colloquium

3.30 Welcome and ethics procedures: Prof Karin Murris - UCT

4-5 Invited speaker: Prof Karen Malone - Western Sydney University

5-6 Transmodal community of philosophical enquiry about the keynote

[each enquiry will be facilitated by Rose-Anne Reynolds]

6-7 Drinks and snacks. Book signings Karen Malone.

Saturday 22 September

8.30 Registration

9-10 Invited speaker: Mr Siddique Motala - CPUT

10-11 Transmodal community of philosophical enquiry about the keynote

11-11.20 Coffee

11.20-12.20 Invited speaker: Dr Delphi Carstens - University of the Western Cape

12.20-1 Lunch

1-2 Transmodal community of philosophical enquiry about the keynote

2-3 Invited speaker: Dr Fikile Nxumalo from University of Texas at Austin

3.30 Tea
3.30-4.30 Transmodal community of philosophical enquiry about the keynote

4.30-5 Picking up and weaving some threads - Prof Vivienne Bozalek - UWC

**Sunday 23 September** - ‘Pedagogical laboratory’ (*Pedlab*)

9-12 Invited speaker: Ms Theresa Giorza - University of the Witwatersrand
Presentation and Art workshop (outdoors) (including coffee break)

12-1 Lunch

1-3 Experiential workshop outdoors: Flux, flow and in-betweens: Tracing sensorial posthumanist assemblages - Prof Karen Malone
Parallel sessions indoors: depending on proposals

3.30 3.20 3.20-4.50 Parallel sessions indoors/outdoors: depending on proposals

5 Close

We welcome proposals of practical workshops, sharing of short activities & provocations of any length for the Sunday afternoon (parallel sessions). See below.

**Venue**

University of Cape Town, Neville Alexander Building (Upper Campus). Room: HUMA (4th floor) and 3.21 (3rd floor). See C2
on:[http://srvslsweb001.uct.ac.za/images/uct.ac.za/contact/campusmaps/big/uctuppercampus.jpg](http://srvslsweb001.uct.ac.za/images/uct.ac.za/contact/campusmaps/big/uctuppercampus.jpg)

**Cost**

The colloquium is free and includes food. It is funded by the NRF project *Decolonising Early Childhood Discourses: Critical Posthumanism in Higher Education* (www.decolonizingchildhood.org), but participants have to pay for their own travel, accommodation.
Publication

During the colloquium we will discuss a book publication inspired by the colloquium (and the workshop afterwards) with a further call for chapter abstracts to follow.

Timeline

11 June: Call for practical workshops/provocations (for Sunday 23 September)
11 July: Submission deadline for Sunday proposals
22 July: Acceptance/rejections
15 August: Registration deadline
21-23 September: Colloquium
24-25 September: Deleuze workshop (see below)
1 October: Call for chapter abstracts book publication

For more information and/or for sending your proposals: email Prof Karin Murris: karin.murris@uct.ac.za; cell: 0795762456

For registration: decdproject@gmail.com. Please give your name, institution, tel number, disciplinary background and main interests.

Biographies Speakers

Special guest Prof Karen Malone  Professor Karen Malone, is a Professor of Education and Sustainability Research at Western Sydney University. She is author of the book Children in the Anthropocene and is international director of a research project of the same name (see her website www.childreninthenanthropocene.com). Malone’s research focuses on human/nonhumans relations in environments and theorising with posthumanism, new materialism in the Anthropocene. She investigates and teaches in the early years and environmental education through the fields of childhoodnature; multi-species relations; animal studies; the posthuman subject; creative and participatory methodologies and postqualitative research. Her latest research interest is on under twos encounters with the nonhuman exploring the concept of sensing ecologically. Professor Malone has attracted over 1.6 million dollars in research grants, awards
and consultancies and has published 7 books, 34 book chapters and 47 refereed journal publications. She is co-editor of an international "Research Handbook on Childhoodnature" and a Springer published book series “Children: Global Posthumanist Perspectives and Materialist Theories”.

**Prof Vivienne Bozalek** is a Professor of Social Work and the Director of Teaching and Learning at the University of the Western Cape. She holds a PhD from Utrecht University. Her research interests and publications include the political ethics of care and social justice, posthumanism and feminist new materialisms, innovative pedagogical practices in higher education, and post-qualitative and participatory methodologies. She has co-edited five books – one entitled *Community, Self and Identity: Educating South African Students for Citizenship* with Brenda Leibowitz, Ronelle Carolissen and other colleagues, another volume entitled *Discerning Hope in Educational Practices* with Brenda Leibowitz, Ronelle Carolissen and Megan Boler, a third entitled *Activity Theory, Authentic Learning and Emerging Technologies* with Jan Herrington, Joanne Hardman Dick Ng’ambi, and Denise Wood, a fourth entitled *Theorising Learning to Teach in Higher Education* with Brenda Leibowitz and Peter Kahn and a fifth entitled *Socially Just Pedagogies: Posthumanist, Feminist and Materialist Perspectives in Higher Education* with Rosi Braidotti, Tamara Shefer and Michalinos Zembylas.

**Dr Delphi Carstens** is a Lecturer in Humanities 100/Extended Curriculum Programme at the University of the Western Cape. He holds a PhD from Stellenbosch University. His research interests and publications include the Anthropocene, Deleuzoguattarian theory, environmental justice pedagogies, science fiction and new materialisms. Recent publications include chapters in edited volumes by Palgrave (*Indigenous Creatures, Native Knowledges, and the Arts*) and Sternberg (*Fiction as Method: Counterfactuals and Effective Virtualities in Art and Culture*) as well as articles in South African education journals.
Theresa Giorza is a doctoral student in the School of Education, University of Cape Town. Her current research explores the connections between the agency of material environments in early learning and the possibilities for more ethical and inclusive approaches to the co-production of spaces. Theresa has a range of experience in the arts, and in art education from early years to higher education. She teaches and supervises students at the Wits School of Education (University of the Witwatersrand in Johannesburg) in undergraduate and postgraduate study and participates in professional networks of early childhood practice around Reggio-inspired pedagogies and Philosophy with Children. She is the author of “Playing with Learning: Childhood Pedagogies for Higher Education” (Universities, the Citizen Scholar and the Future of Higher Education [2016]), and “Thinking together through pictures: the community of philosophical enquiry and visual analysis as a transformative pedagogy” (Perspectives in Education).

Siddique Motala is a senior lecturer in the Department of Civil Engineering & Surveying at the Cape Peninsula University of Technology (CPUT). He teaches geomatics students who are studying towards qualifications in surveying or Geographic Information Systems (GIS). His research is focused on critical posthumanism, the scholarship of teaching & learning, historical mapping, digital storytelling and participatory GIS. He is especially interested in decolonisation and socially just pedagogies in engineering education. He is a recipient of the 2017 HELTASA/CHE National Excellence in Teaching and Learning Award.

Prof Karin Murris is Professor of Pedagogy and Philosophy at the School of Education, University of Cape Town. She is a teacher educator, philosopher of education and grounded in philosophy as an academic discipline, her main research interests are in intra-active pedagogies such as Philosophy with Children and Reggio Emilia, school ethics and postqualitative research methods. She is Principal Investigator of the Decolonising Early Childhood Discourses: Critical

Dr Fikile Nxumalo is an assistant professor in the College of Education at the University of Texas at Austin, where she is also affiliated faculty with African and African Diaspora Studies, and Native American and Indigenous Studies. Fikile’s research and pedagogical interests are centered on environmental and place-attuned early childhood studies that are situated within and responsive to uneven anthropogenic and settler colonial inheritances. This scholarship, which is published in journals including *Contemporary Issues in Early Childhood, International Journal of Qualitative Studies in Education, Children’s Geographies and Environmental Humanities*, is rooted in perspectives from Indigenous knowledges, Black feminist geographies, and posthumanist theories. Drawing from her experience as a pedagogista in early learning settings, Fikile is also interested in participatory and action-oriented approaches for supporting in-service early childhood educators in engaging social and environmental justice oriented pedagogies. She can be reached at fnxumalo@austin.utexas.edu.

Workshop *Difference and Repetition* - 24 & 25 September

Presenters: Dr Chantelle Gray van Heerden & Aragorn Eloff

This year marks the 50th anniversary of the publication of Gilles Deleuze’s *Difference and Repetition*. Between 1968 to 1969, Deleuze published three major works, namely *Difference and Repetition*, *Expressionism in Philosophy: Spinoza* and *The Logic of Sense*. Deleuzian philosophy became increasingly popular over the last decade, attesting to its continued relevance.

*Difference and Repetition* is a notoriously difficult text to get through. Therefore all participants are encouraged to start preparing asap. Chantelle and Aragorn suggest that you start with Manuel DeLanda’s text, *Intensive Science and Virtual Philosophy*, as he writes in an engaging style. However, they say that reading DeLanda only does not give any indication of what *Difference and Repetition* entails in its entirety. Therefore, after reading DeLanda, they suggest that you work through each chapter of *Difference and Repetition* alongside Henry Somers-Hall and Joe Hughes’s introductory texts. It will be very difficult to follow the discussions in the workshop without some prior knowledge of what the actual text contains (even if not all of it can be followed – that’s what the workshop is for after all).

**Readings**

Please email gray.chantelle@gmail.com (or karin.murris@uct.ac.za) for free electronic copies of the texts.

**Support with the prior reading: weekly reading group**

We run a reading group every Thursday between 4-5.30 in room 3.21 University of Cape Town, Neville Alexander Building (Upper Campus). See C2 on: [http://srvslsweb001.uct.ac.za/images/uct.ac.za/contact/campusmaps/big/uctuppercampus.jpg](http://srvslsweb001.uct.ac.za/images/uct.ac.za/contact/campusmaps/big/uctuppercampus.jpg)

You can also connect on-line (Adobe Connect). Please contact: decdproject@gmail.com

**Venue workshop**


**Cost**

The workshop is free and partly funded by the NRF project *Decolonising Early Childhood Discourses: Critical Posthumanism in Higher Education*. Participants have to pay for their own
travel, accommodation and food costs. Lunch can be bought on campus on 24 September (but not on 25th).

For further information and to book a space, please contact Chantelle Gray at gray.chantelle@gmail.com

Biographies Deleuze Workshop
Chantelle Gray van Heerden (PhD) is currently employed as a Senior Researcher at the Institute for Gender Studies at the University of South Africa (UNISA). Her research centers on the philosophy of Gilles Deleuze and Félix Guattari, particularly its relevance for considering the ways in which subjectivities are produced and reproduced, or troubled. Chantelle is also interested in socially just pedagogical praxis and how Deleuze and Guattari’s work might help us re-envision education. She is the co-convener of the annual South African Deleuze and Guattari Studies Conference (http://deleuzeguattari.co.za/) and a member of the editorial collective of Gender Questions. She is also the co-editor of the forthcoming volume, Deleuze and Anarchism. In her spare time, Chantelle considers the gendered complexities of the music industry and is currently working on a series of music philosophy articles that address the contemporary experimental scene, such as noise music, electronic arrangements, experimental forms of music and gestural composition. Some of her work can be found here: https://chantellegray.bandcamp.com/

Aragorn Eloff is an independent researcher with a long-standing interest in the work of Gilles Deleuze and Félix Guattari, and one of the conveners of the annual South African Deleuze & Guattari Studies Conference as well as a co-founder of the Institute for Critical Animal Studies in Africa. His recent work focuses on the application of Deleuze and Guattari’s thought to questions around radical politics (specifically anarchism) and subjectivity, and he is currently busy with a research project applying Deleuze’s late work on control societies to contemporary forms of algorithmic governance and reason. Aragorn also works in the field of experimental music and performance; his explorations of generative and modular compositional approaches can be found at www.further.co.za.