

# *Situatedness*

Slowing down, re-orienting yourself, acknowledging connections

# Programme:

*How do we situate ourselves and our research in relation to existing practices/the communities we engage with/the field of our inquiry? How can we make space to 'slow down'?*

- ❖ Slowing down: digesting pressure cooker projects
- ❖ 13.30: talk and discussion with Wander about 'Art hyphen science'
- ❖ Working on the situating statement
  - Optional close-reading sessions with Claire on 'slow science' and/or 'situated knowledges'

## Slowing down:

Stengers *the Cosmopolitical proposal* (2005): “the idiot (...) is the one who always slows the others down, who resists the consensual way in which the situation is presented and in which emergencies mobilize thought or action. This is not because the situation would be false (...), but because ‘there is something more important’” (p.994)

→ asking: **“what is it that we are busy doing?”**

## Check-in questions:

Take 5 minutes to answer these questions individually, then share with your group.

- ❖ What were your impressions of the pressure cooker activity? What went well, and what would you do differently next time?
- ❖ Which feedback points/questions resonated with you, and why?
- ❖ Which next steps do you envision? And what would you like to get started on right away?

# Situating Statement:

*Situating statement requirements (submission by 12 November):*

- ❖ The situating statement gives insight into how you position yourself/your practice within the mesh of approaches and visions you encountered during the Minor and beyond.
- ❖ Your reflection expands on the context you address in your inquiry; how you have influenced this context, and how it has influenced you (accountability of a researcher).
- ❖ You reflect on your specific contribution to the existing mesh of knowledges revolving around your matter of concern.
- ❖ You reflect on and evaluate your learning process, including your own assessment in relation to the Minor's assessment criteria (one of them or several that you find the most meaningful for your self-evaluation) or your reformulation of those.
- ❖ The medium and form of the statement are of your choice (including a student-led day). Still, they should be in a dialogue with the statement's content.

# Developing your undisciplinary collaborative praxis:

Revise your collective map made during session 2 somewhere this week. You can answer the following 'idiotic' questions:

- ❖ What are we actually doing?
- ❖ What is the matter of concern that we are addressing?
- ❖ What is the urgency of our project?
  - Are our individual urgencies/intentions addressed?
- ❖ What is our way of working together?
- ❖ Where do we want to go?
- ❖ What are the gaps in our knowledges?
  - Who can we include/engage with in our projects?