



STREAM

## S21. Sensational Affects, Strange Aesthetics, and (Counter)Pedagogies

STREAM ORGANIZER(S)

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DESCRIPTION

While an aesthetics of affect encompasses all the elements of the conference theme “Methods, Atmospheres, Knowledges, and Energies”, this stream is interested in exploring the varieties of methods employed by affect theorists, educators, and artists and the ways in which these methods stitch up or unravel communal atmospheres, distribute knowledges, and circulate energies. We wonder, how might thinking with theories of affect help contribute to reshaping notions of aesthetics as sensual pedagogies? “In the midst of so much worldly unmaking”, what can varieties of artmaking produce? Deleuze and Guattari suggest that art is “a bloc of sensations” or even “a pure being of sensation” (1994). This repositions the capacity of art to generate sensation that is beyond the visual, inclusive of a range of human and even other-than-human sensoriums. Furthermore, expanding the binary relation of subject/object or artwork/viewer, the aesthetic impacts of activities of making engage assemblages of materials, spaces, architectures, and bodies that craft sensorial vibrations. This stream seeks papers, presentations, and projects that involve themselves with sense-sational affects, (counter)pedagogies, and strange aesthetics. How do art, art making, and art experiencing make the familiar strange, the everyday uncanny? The late David Graeber wrote, “the ultimate hidden truth of the world is that it is something that we make, and could just as easily make differently” (2024). Making affect, then, is worldmaking. It is to be involved with the materials and entities of the planet, in cycles of formation, destruction, revision, transformation, and remaking (think of the scrappiness of collage and composting). In this way, the affective power of art is always already pedagogical. We seek to assemble panels that bring work at the intersection of affective and aesthetic activity into

conversation with pedagogical practices. "What can a body do?" Seigworth (2020) reminds, "is fundamentally a pedagogic matter." (p. 87) What methods of artistic practice find places within and alongside affective pedagogies? If "places called schools are precarious and provocative affective atmospheres" (Anderson, 2014), how might art provide counter-spaces of sensational alternative, even refuge? And since "teaching is generally considered to be about relations of knowledge transmission, primarily through language" (Dernikos et al., 2020, p. 16), what opportunities might more capacious expressions informed by artmaking offer educators? What "mobile energies" (ibid) does art generate, and what do such affective flows do pedagogically?

While we invite paper proposals that fit normative frames of academic conference presentations, we also encourage presentations that subvert expectations while still working within space-time constraints. This challenge could allow for instances of making to occur within the parenthetical framework of the event of the panel. Write to us with any questions.

Potential presentation themes might explore the following and more:

- Pedagogical and curricular practices that thread affective aesthetics through sites of learning or knowledge production
- Methods and techniques that evoke affect through cycles of formation, destruction, revision, transformation, and remaking. For example, collage as affective method, among many possible others
- Arts-based research and boundary objects that cross disciplinary margins (Loveless 2019)
- Transhistorical and/or transcultural redefinitions, redeployments, subversions, and/or re-implementations of art historical movements such as surrealism, fluxus, propaganda art, etc. into contemporary times
- Exploration of art without objects, such as social justice practices or relational aesthetics
- Post human or planetary aesthetic practices that consider multispecies sensoriums and vital materialist affects (Bennett 2010)
- Making strange or enactivist paradigms for linking affordances with affect
- Counter)pedagogical tactics that emerge from the desire lines that are carved through curricula by excessive, scrappy, resistant or alternative practices. Show us!