

POL CAPDEVILA



I have always considered myself a student of Philosophy and Contemporary Art. My interests have dealt with Aesthetic Experience, Hermeneutics, Critical Theory, and, more recently, the experiences of time in Contemporary Art. After a postdoc period, I happened to become an adjunct lecturer – which was eleven years ago (now I am almost tenured...). Before succeeding to give conventional lessons, I disbelieved many pedagogical methodologies and mistrusted the authoritarian system of universities. Now I am learning by unlearning.

MANIFESTO

Academic context:	Master of Research in Arts and Design
Workshop on:	Doing-Nothing and Failing in Art (and Life)
Spring:	Critical master's final period
Some worries:	Biopolitics of time, such as the society of productivity (24/7) and the society of success
Artistic project:	A show on Doing-Nothing and Failing as Artistic Practices
Some pedagogic principles:	<p>Rancière's equality of intelligence</p> <p>Rancière's critique to knowledge as a principle of pedagogical hierarchy</p> <p>Unlearning to be an intellectual professor (or to anesthetise students)</p> <p>Unlearning to have expertise</p> <p>Unlearning to have concrete results</p>



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Some brief
examples:

Teaching walking around
Teaching while playing and drawing

Failing to be someone for my colleague

Case of
Study (sic):

A Ritual: Visualising a Desire,
Introspection and Burning