

Instability & Instruction



Research Group

Year-End Seminar

Whether it is stolen focus, annexed lands, AI-driven “enshittification,” or scorched futures that concern us most immediately, we share today a sense of crisis—of living at a moment of inauspicious instability. As educators, we strive to provide our students with learning environments that are safe and stable, but this feels ever more difficult, even artificial, when students come to our classrooms with diverse forms of personal trauma, economic and political precarity, and climate anxiety. Teachers themselves, of course, are hardly insulated from these variegated factors—however much we endeavor to perform confidently for our students. There are plenty of academic terms developed to describe this sense of “polycrisis,” but pedagogical strategies and solutions are harder to come by. How can we, both as educators and students, not just survive but flourish at this historical moment, especially amid economic and cultural threats to the education sector? What role can the Humanities and Arts play in a society focused increasingly on speed, metrics, and user satisfaction? How might a shared sense of crisis be an occasion for new forms of pedagogy? If, as scholars have pointed out, such a sense of crisis is hardly unprecedented, what kind of guidance and modelling can historical examples provide?

Friday, December 6, 2024 | BODca Room 3428.16 or [join online](#)

- 12:00-13:00** **PLENARY: MONTSERRAT CAMPS-GASET** (University of Barcelona)
The Risks of Cancelling Wisdom: The Role of Humanities in Education
- 13:15-14:15** **ROUNDTABLE: GABRIELLA GELARDINI, KEN RUNAR HANSEN, AND KAWSHIKI NASSER**
Instability and Instruction: Perspectives from Teachers, Students, and Student-Teachers
- 14:30-14:50** **MYRTO DRIZOU**
Teaching Identity and Trauma in Contemporary Women’s Literature
- 14:50-15:10** **JESSICA ALLEN HANSEN**
Irving’s Christmas Gift to America: How the Sketch Book Codified Tradition through Narrative Innovation
- 15:10-15:30** **ANDREW MCKENDRY**
Pastoral Care and the Perils of Mass-Produced Pedagogy



Dr. Montserrat Camps-Gaset holds a Doctorate in Classical Philology (Ancient Greek) and a Bachelor in Theology. She is Professor of Ancient Greek at the University of Barcelona and was formerly Director of the CEAT-UB Centre of Australian and Transnational Studies and Dean of the Faculty of Philology. She has translated the work of Plato, Gregory of Nazianz, Romanos the Melodist, and Symeon the New Theologian. She has published extensively on Greek literature and Christian texts, and she specializes in ancient Greek religion & mythology, women's studies in antiquity, and human rights.