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# Storying climate change with an entangled voice

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# context of research

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- ❖ research aim: contribute to posthuman climate pedagogy, through 'diffracting' empirical experiences and theory
- ❖ empirical example: Climate Change Responses, undergrad social science course at RMIT
- ❖ theory: mainly Barad 2007 (entanglement, intra-action, diffraction) and Haraway 2016 (storying, responsibility) as well as Anderson 2009 (affective atmospheres)

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# research question

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- ❖ **a) is it feasible and useful to understand humans and climate to be ‘entangled’?**
- ❖ **b) if so, then appropriate empirical research question becomes: how (in what ways and due to which mechanisms) are humans and climate becoming (differently) entangled through climate change education?**

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# methodological challenges

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- ❖ 1) if we are all entangled, then the 'individual' human is not an appropriate unit of study
- ❖ 2) entanglements are hard to study, in part because they change with each effort to study them, and also because the knower is part of the known.

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# RQ b) how (what mechanism), and methodological challenges: storying

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- ❖ students and I pedagogically storied climate change in class; I methodologically story these storyings in the thesis
- ❖ the connection of occurrences into socially comprehensible narratives with embedded ontologies and epistemologies. Can reproduce or generate new 'templates' for living/being (Haraway, 2016)
- ❖ storying is an intra-action (Barad, 2007):
  - ❖ identities emerge through storying
  - ❖ storying emerges through acting-with
  - ❖ storying is a diffr-action: it emerges from and contributes to different actions, actions that differ or differentiate.

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# thesis structure

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- ❖ chs 1 - 4: standard: intro, lit review, theory, context of study
- ❖ ch 5: (brief) findings > methodology (i.e. methodology emerged from the enacted pedagogy)
- ❖ **ch 6: (entangled) “narrative storying” (“results”/“data”)**
- ❖ **ch 7-9: (entangled) analytical storying (“discussion” / “interpretation”)**

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# storying with an entangled voice

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- ❖ Stories provide “performative images which can be inhabited” (Haraway, 1997, p. 11) and “which figures figure figures” matters (Haraway, 2016, p. 160)
  - ❖ climate change is a collective action problem > individualistic narratives need re-storying
- ❖ words are enabled through “a complex network of human and non-human forces” (Mazzei, 2016, p. 3)
- ❖ the climate stories produced over time in our course “developed into a nonlinear collaborative narrative in which the voices of individual authors became entangled, and at some points, indistinguishable” (Rousell, Cutter-McKenzie & Foster, 2017, p. 8).
- ❖ not a unified voice, but one that acknowledges that no-one is ever fully separate from others or their environment.

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# entangled voice cont.

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- ❖ *lots* of affective “data”
  - ❖ including large amounts recognises the affective entanglement of myself with the research (I hated cutting people’s ideas out)
- ❖ this is a performative methodology:
  - ❖ by reading (or listening), the reader / listener is interpellated into the practices we enacted in class, experiencing a similar process to that which I discuss (encountering, witnessing and storying affective atmospheres of climate change), thus entangling them in the research
- ❖ the narrative oscillates between various first person perspectives in order to story (document and perform) how we became-with each other:
  - ❖ mine, individuated / individuated students / a collective ‘chorus’, sometimes including me
  - ❖ climate change, as an affective set of relations, underpins and thus speaks through or with us in these narrations

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# conclusions

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- ❖ myself and students were engaged in storying climate change
- ❖ storying climate change decomposed neoliberal climate response-abilities and composed a collective climate response-ability (the climate change therapy group) - it entangled us with each other and climate change
- ❖ intentionally attending to and focusing on the blurred subjectivities affords an attention to the circulatory, infiltrating, boundary transgressing affectivity of climate change
- ❖ risks: erases or underappreciates difference and unique experiences?

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# references

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