



# A SHADOW COURSE CURRICULUM

Program Code:

A SHADOW COURSE

No Higher Education Credits

All Cycles

Reference number: 8<sup>th</sup> ELIA ACADEMY 2017

## 1. Approval

The Board of the Faculty of Fine, Applied and Performing Arts at the University of Gothenburg **have not approved this curriculum**

Several revisions to the curriculum has been made, but never presented to the board, published or shown in public.

## 2. Prerequisites

Admission to take part in a shadow course requires undocumented and independent approaches to the topic and content. Applicants will select themselves based on their ability and intention to take part in a shadow course.

## 3. A shadow course purposes

This course is about survival in a nearby future for everyone, non-humans and humans all included. The shadow course introduces methods and concepts of informal course activities that aims toward making transdisciplinary outcomes possible inside formal educations such as institutionalized art educations. This is of importance today when new ways of ethical and

sustainable ways of living and understanding the world are needed for adapting to new environments and climates of the future. It does so by introducing itself as a parallel and informal shadow course that runs along(in)side formal university courses infecting and changing them and its participants from within. By taking part in a shadow course the participants can act from an in-ground position (institution underground) within the frameworks of formal education and institutional art and art education. A shadow-course claim to make real experiments and change possible, and can help prepare and take part in creating futures.

#### **4. Degree**

Students who complete the program are given no degrees, certificates or diplomas.

#### **5. A shadow course objectives**

##### **Knowledge and understanding**

- No one stays uninfected, no one is immune to
  - environmental disasters and climate changes.
  - a future of hardened political relations.
  - less peaceful times and conflicts that will come.
- Can infecting educations with a shadow course be a way to fundamentally change contemporary culture?

##### **Skills and abilities**

- This shadow course prepares us for an adaptation of new environmental and climate situations in the future.
- The unwillingness to clearly define the difference or lines (or even say there is one) between fiction and non-fiction is an important aspect of a shadow course.  
How can we use these blurred understandings in ethical, just and including ways and make real change possible?

### Attitude and capacity for evaluation

- The shadow says: become a fool stay in school
  - be a rampaging pandemic virus.
  - infect schools, universities, workplaces, societies, parliaments, governments.
  - transform, survive, heal and create the unexpected.
- Do not think you can stay pure, clean and un-touched you can't you are a bastard. I am, we, they, you, it and that are bastards, already outcomes of outcasts, and that's how teaching art in the 21th century is done.
- This is a school-fiction signing up to other speculative-fictions going on in the post-human spectra.
- In the shadows lurks a future and learning outcomes yet not known.

### 6. Program's main content and design

A fundamental part of the shadow course is to create interdisciplinarity from the joint learning that occurs in the meetings between students, teachers, lectures and others taking part in the education. It is also to transform both itself and the formal course that the shadow course has taken temporary residence in. The shadow course sets out to connect and blur the borders between art, teaching, everyday life and the process of becoming in teaching and art, and as such it is a performative and intra-active course. In the shadow course experiments are allowed to result in unclear and elastic outcomes that might end in unexpected and unintended ways or without seemingly useful outcomes except from the experience of the experiment in themselves.

The shadow course hides from the university's formal structures by being elastic, amorphic, shapeshifting and refuse to be precise.

This specific shadow course has taken much of its content, structure, examples and methods from the formal university course: *What are you doing? Contemporary art as an educational action*; an evening course initiated at the University of Gothenburg, Sweden. That course

was placed at the intersection between the disciplines of art and art teacher education programs and experimented with the concept of teacher and artists being two archetypes and professions in a complicated relationship to each other like siblings

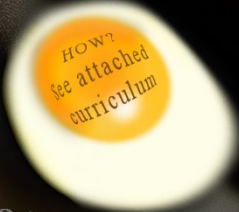
**Author/Unit**

(Re)search for a cure against despair.

Fredric Gunve is an artist and senior lecturer in visual art, at the University of Gothenburg, Faculty of Fine, Applied and Performing Arts. An important part of his educational and artistic practice is to blur the borders between teaching and art, and to develop different ways of doing art and education in the undefined situations taking place within these blurred borders. Potentiality, transformation and future(s) are important in his works in connection to climate and environmental conditions and to connect art and environmental humanities.

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# HOW TO MAKE A SHADOW COURSE and Why?



**The shadow says become a fool stay in school!**

**Hybridity Curiosity Elasticity**

**Be a rampaging pandemic virus;**

**Infect schools, universities, workplaces,  
societies, parliaments, governments.**

**Transform, survive, heal and create the unexpected.**

**No one stays uninfected, no one is immune:**

- read environmental disasters and climate change.
- read a future of hardened political relations.
- read less peaceful times.
- read conflicts to come

**In the shadows lurks the future**

**and new and unexpected learning outcomes.**

# HOW TO MAKE A SHADOW COURSE



UNIVERSITY OF GOTHENBURG

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