

**One Research Collective**

**\* WASTE PEDAGOGY**

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# One Research Collective: \*WASTE PEDAGOGY



Waste is **sociality** that happens in the cracks of a research collective - it could be friendship or jealousy. (*affects that may be not seen that we're pointing out... things we eventually share*) → *we don't expand much on this later in the text - maybe we should?*

**START HERE:**

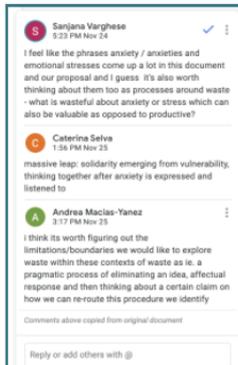
**Formatting guidelines:**

**Types of edits:** *comments & reflections, revisions, questions* (started to combine them: like *this is a revision & reflection*, and this is *reflection & question*)

**(Macro scale of institution)**

#1 / Waste is a category/construct produced by wider structures.

The modes of waste we expand on take place in the context of active collective thinking, research and writing. Creating waste is a process of sorting, picking, choosing, and/or of placing value upon ideas and issues. ~~Waste is also the effective response to these processes like anxiety or stress.~~ Waste in the academic-institutional realm emerges from a process of activating certain thoughts and composing particular claims and/or research questions -- paradoxically it is a cause and effect of neglect and negligence. Consequently, we might understand discarding as a resistance to plurality and discord. ~~Waste results from this process but we also arrive with our own expectations of waste and non-waste.~~ We may enjoy processes like 'brainstorming' or 'ideating' for how the existence and production of waste also becomes a necessary impetus for the delineation of what is 'productive', 'valuable' and 'useful'. So the line between waste-non-waste is always context specific and in flux but the 'generation' of waste also makes its 'inverse' possible. ~~Wonder if pedagogy, curiosity, diversity lies within waste.~~ ~~Not just of just one individual but the 'wastes' of researching individuals, the pile of discarded streams of thoughts, ideas, concepts, etc as a large mound of pluralistic potentials.~~ In relation to refusal, how can these mounds of waste be accessed? How have institutional 'guidelines' of legitimized concept-making caused us to forget this intellectual waste? Can becoming waste-based practitioners also allow others, with less academic know-how, to access the processing of researching? How could we reframe collective curiosity by engaging in a rehearsal



*of wasted thoughts and affects? What are the political / liberatory elements of waste? Which kinds of ideas and care, schools of thought, forms of attention, methodology and engagement have historically been made out to be, framed as or written off as waste? Does calling attention to waste also necessitate a reckoning with the structures and systems of intellectual waste?*

Here waste is rendered as a category that is produced by both the researcher and the institution: what is the agency of the institution within the individual researcher and what is the agency of the individual researcher in the production of academia? ~~Waste is therefore a sort of construct—a name given to an intellectual, physical or affective encounter. If we refuse to fabricate waste, we are challenging this very construction and centrality of perspective in waste-making.~~ What happens when we find value in what is already used and, marginal and liminal and we fail to act as expected by the larger social consensus/system of knowledge? Does it mean we become ideas or emotional borders? Able to connect

**S** Sanjana Varghese  
4:56 PM Dec 17

Add paragraph

**S** Sanjana Varghese  
4:56 PM Dec 17

Delete paragraph (2 times)

**S** Séverine Chapelle  
4:57 PM Nov 24

laughter, envy, jealousy, friendship, frustration

**S** Séverine Chapelle  
4:58 PM Nov 24

we can argue that these affects could prompt certain questions would they be evoked or amplified in rehearsals

**C** Caterina Selva  
1:30 PM Nov 25

academic emotions and how they influence our ability to learn and research, and therefore what we discard; also we suppress these emotions and they take on passive-  
[Show more](#)

**S** Séverine Chapelle  
2:00 PM Nov 27

"waste is always shared - eventually shared"

Comments above copied from original document

**S** Séverine Chapelle  
5:20 PM Dec 13

Add: "→ we don't expand much on this later in the text - maybe we should?"

**S** Séverine Chapelle  
4:29 PM Nov 22

What makes our understanding of waste different from a necessary selection of ideas that constitute brainstorming etc?

**S** Sanjana Varghese  
5:33 PM Nov 24

was also thinking this and i agree - also like where do we delineate what is waste and what is just thinking together?

**C** Caterina Selva  
1:38 PM Nov 25

i think drawing from discard studies we could "work with what troubles"?like how what we discard as waste is yes necessary to our human condition ( physical, mental,  
[Show more](#)

Comments above copied from original document

**S** Séverine Chapelle  
12:49 PM Dec 17

Delete: "Waste is also the affective response to these processes

#1 / *Waste is a category/construct — a name given to an intellectual, physical or affective encounter — produced by wider structures and institutions.*

The modes of waste we expand on take place in the context of active collective thinking, research and writing. Creating waste is a process of sorting, picking, choosing, and/or of placing value upon ideas and issues. We might understand waste-making as a resistance to plurality and discord amongst thinkers and ideas. *\*If the production of waste is a necessary impetus for the delineation of what is 'productive', 'valuable' and 'useful' in brainstorming, the line between waste-non-waste is always context specific and in flux.\* We approach waste as a category that is produced by both the researcher and the institution. **\*\*How can we access these mounds of waste to give way to its political/liberatory elements? What happens when we find value in what is already used and marginal and we fail to act as expected by the larger social consensus/system of knowledge?\****

#2 / Waste as a breach between what you think is academically expected and what your initial thought, research question or curiosity is.

*Systems of knowledge production within learning institutions encompass how and which questions are posed and the possibilities that they must always exclude. Being-with waste opens to a practice of attention, experimentation and invention. \*Where we might usually discard a feeling about a research question, **\*\*how could we hold on to that sensation in order to question our positionality in research?\*** What does it mean to follow and question a feeling of discomfort?*

#3 / Waste as free-association: it is letting yourself be guided by an image, a smell, a feeling or word into another thought that is somewhat further away from that first encounter.

To work with and through waste is to attend to the texture of thought in its multiplicity of perceptions, affects, and immediacy. To refuse a center and instead inhabit peripheral spaces. *\*Thought is textured: always more than intellectual-theoretical, an archive of experience, both past, present and immediate. The texture of thought is a culmination of conscious and unconscious affects, both bodily and intellectual. Can our collectivity embrace and bring together all the 'debris' of our experiences, the things that were felt but unsaid between us?\**

#4 / Wasting is a rupture in the tempo of thinking.

There is a temporality to the act of discarding. As thinking is kinetic, a rupture in the tempo of thinking is echoed in the body. *\*Perhaps engaging with these breaks we refuse to re-enter what would be a continuous and seamless thought-process.\** We identify that working through waste encompasses mental labor, intellectual and emotional anxieties driven by academic trends, theoretical visibility, competition...

#6 / Waste as collective and always relational.

#5 / Waste as an error, irrational, divergent, decadent, the non-fruit of labor. A silence, a bodily posture, and/or constellation of supposed 'peripheral' affects to be brought back to the centre.

**\*\*How can we expand from affects and thoughts that would otherwise be considered disruptive?\*** *\*When interrogating the potential of debris we are exploring the space of what remains in a research. How can we retrace these processes of erosion? How can we reassemble the scattered traces in the always peripheral space of waste, a space that cannot be rationally organized?\** Waste pedagogy can be unsystematic and open-ended to amplify the in-between space between thinking, feeling and knowing.

