Prof. Dr. Benjamin Jörissen

https://ucace.fau.de

„Cultural Resilience" as a Responsibility of Arts Education

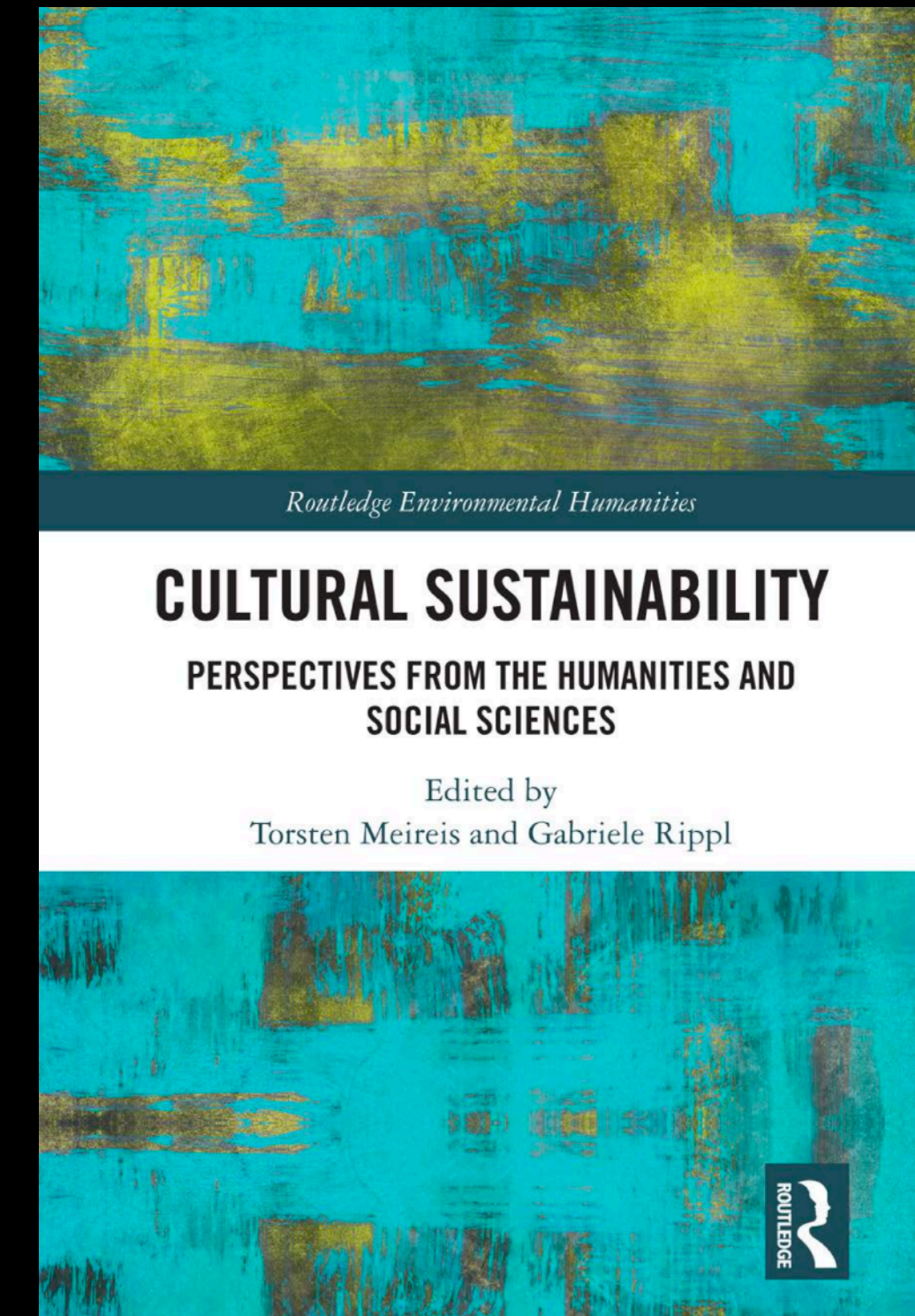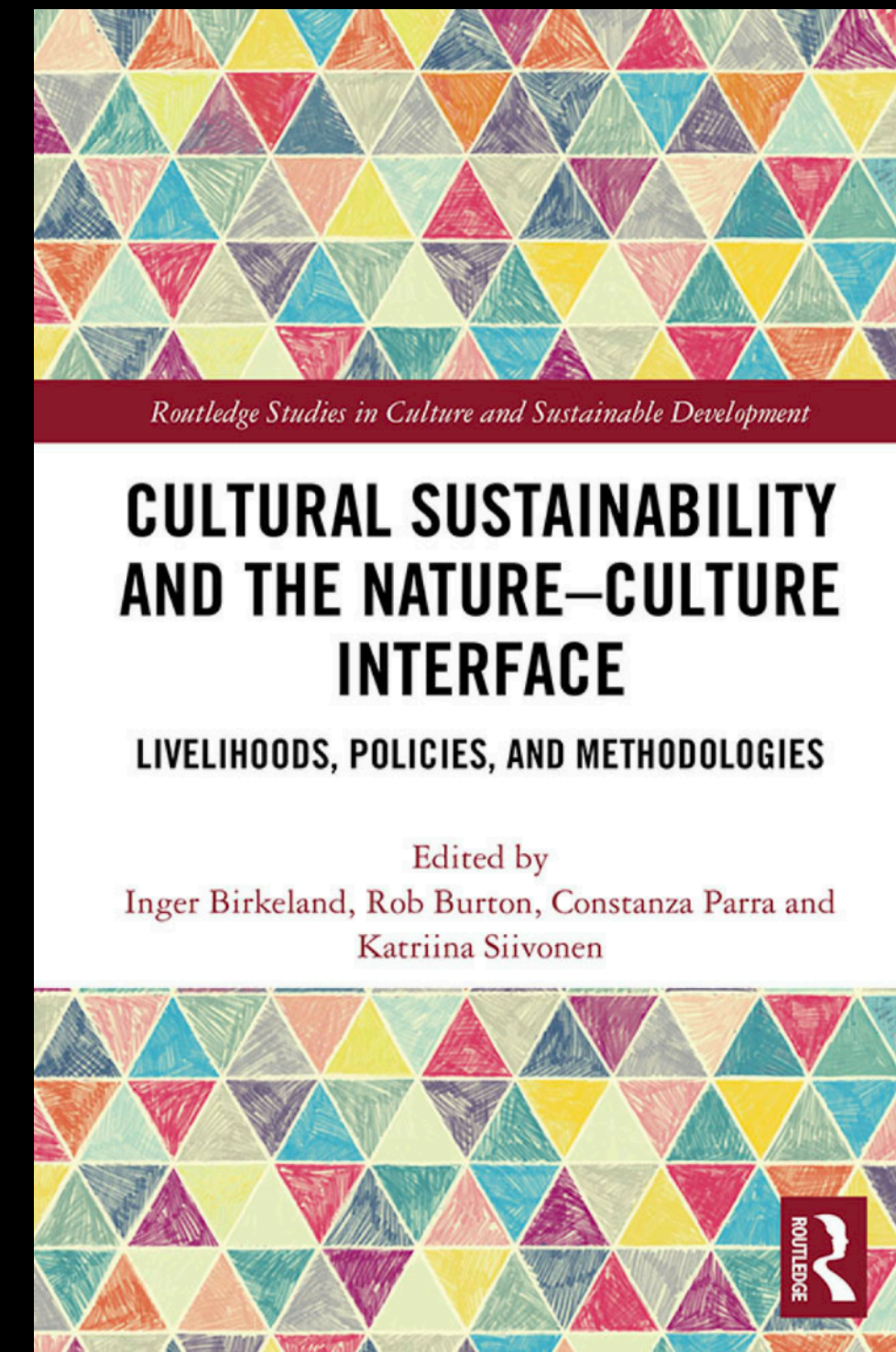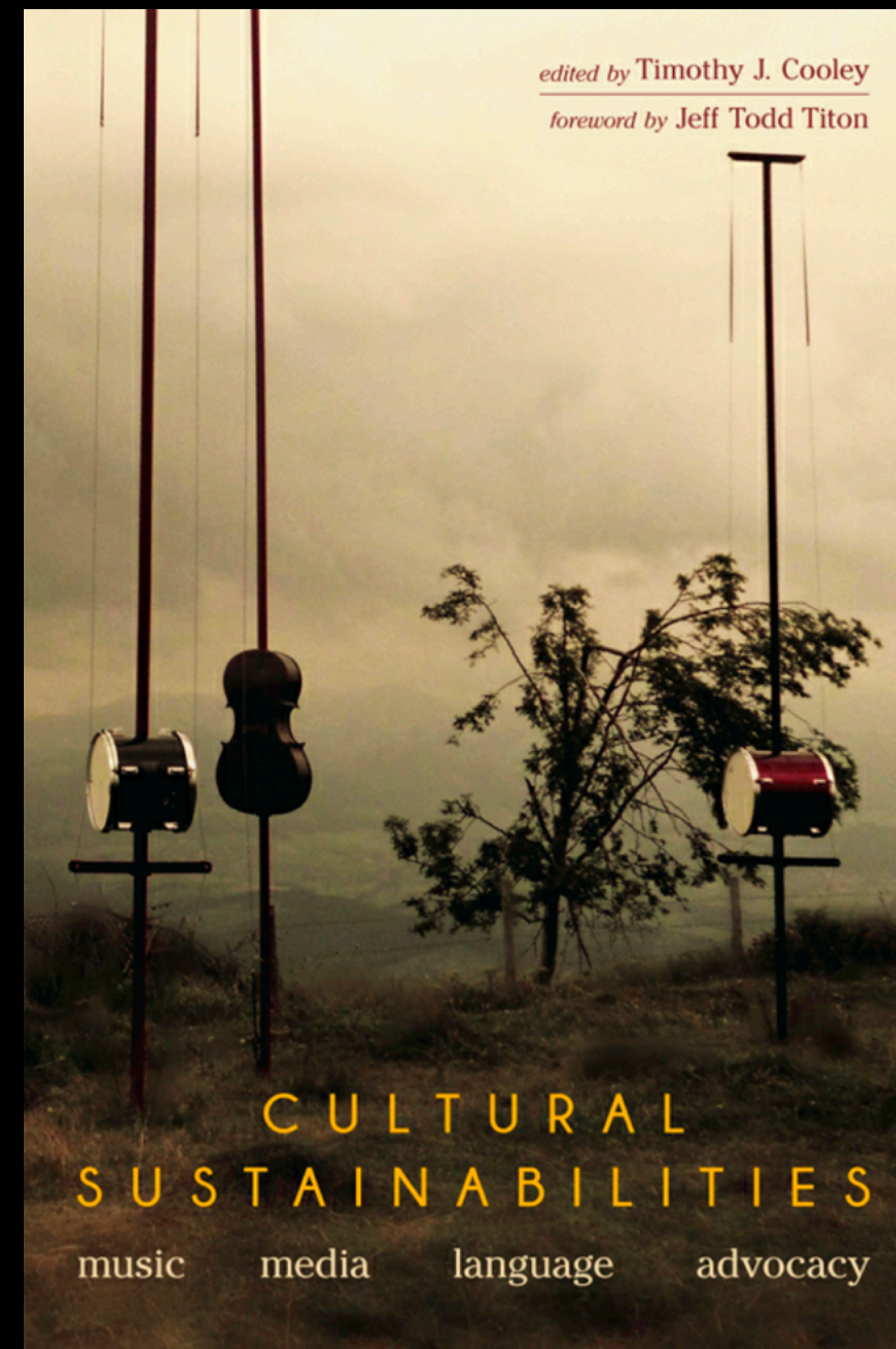## Scope and Limits of Resilience Thinking for a Pedagogy of Cultural Sustainability
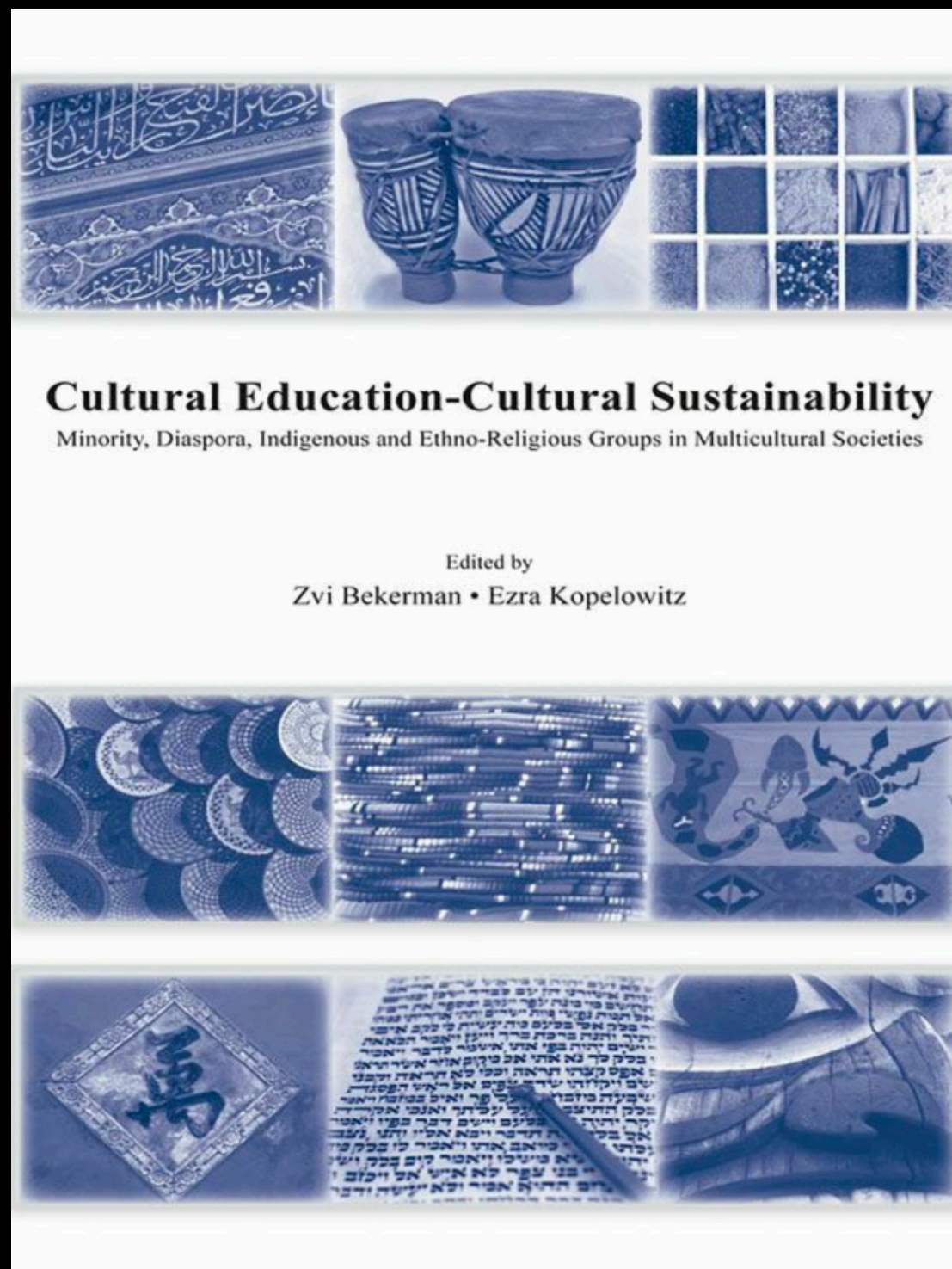
The 4th UNESCO UNITWIN Symposium
Arts Education in and through a Time of Crisis
Seoul/online 24-26 May, 2021

Cultural Sustainability
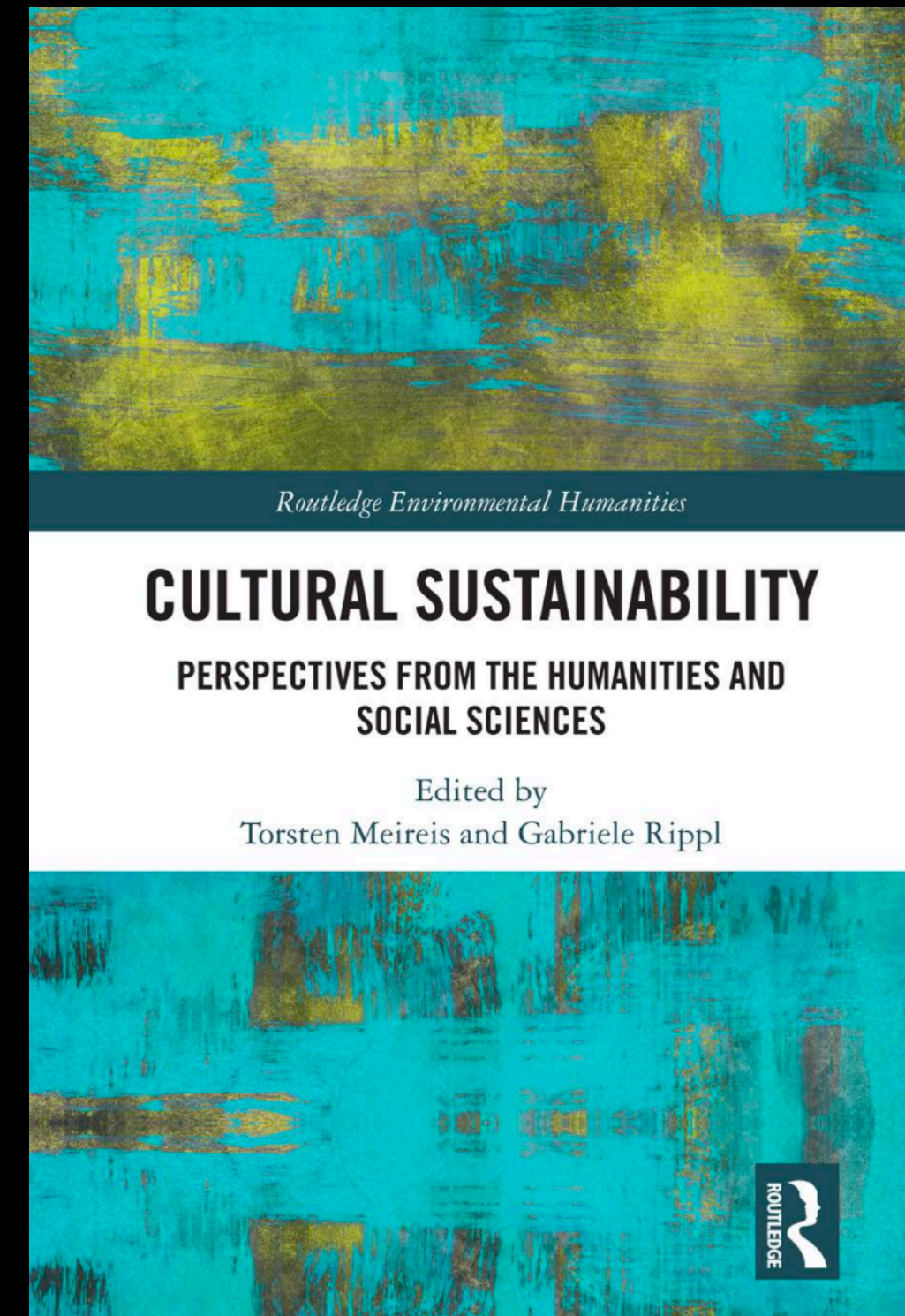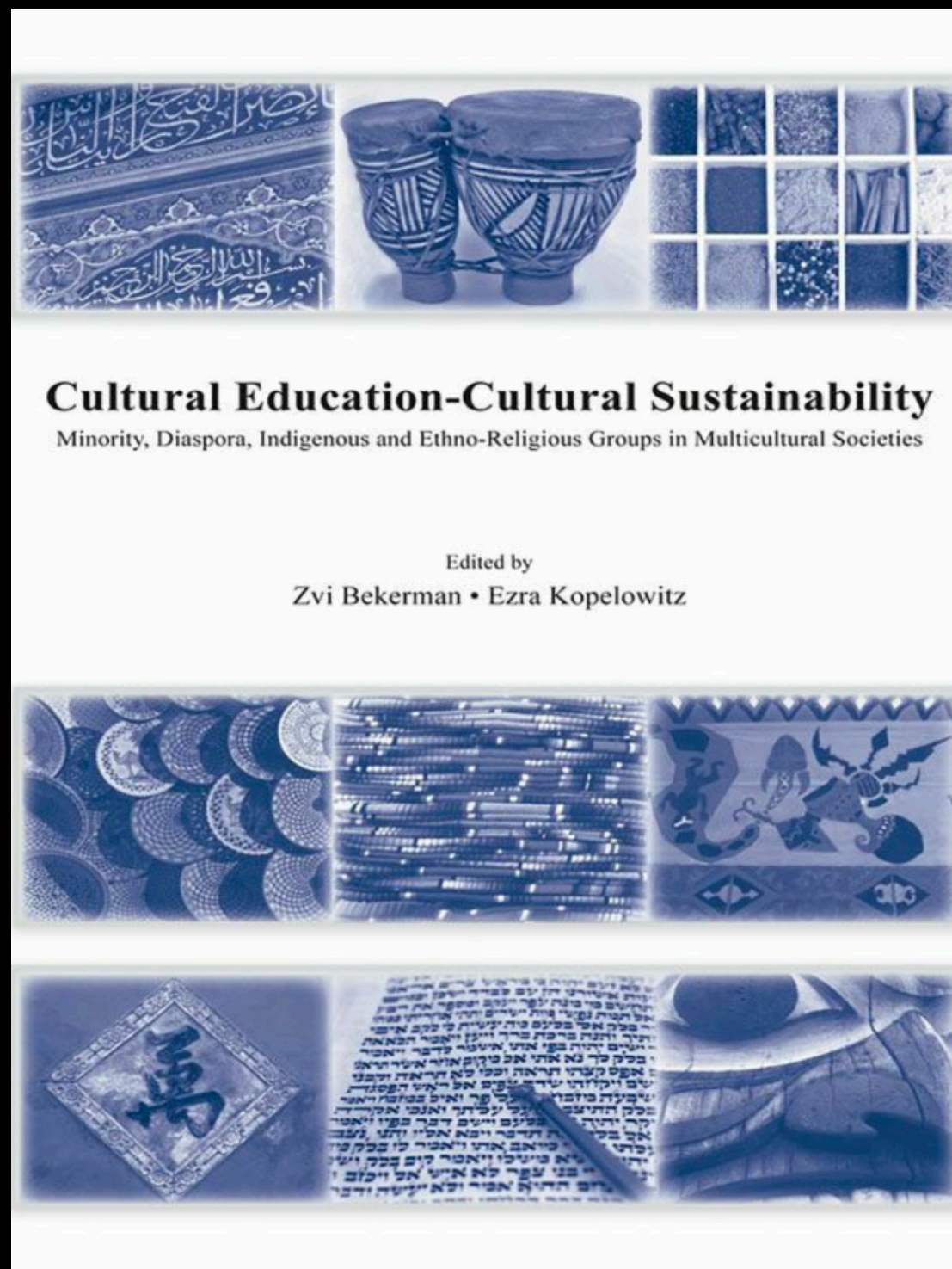
…as sustainance of culture/
cultural identity

… culture & heritage contributing
to sustainable ways of living

Cultural Sustainability

…as sustainance of culture/
cultural identity

… culture & heritage contributing
to sustainable ways of living

Technology
Engineering

Psychology
Sociology

Environmental Studies
Geography

Economy
Management

Medicine
Biology

Ethnography
Cultural Studies

Jasmin Chantah, Emily Frankenberg, Stefana Lupu, Ingo Roden,
Gunter Kreutz & Stephan Bongard

Effekte musikalischer Aktivität auf Selbstberichte psychischer Gesundheit und Akkulturation von geflüchteten jungen Männern

1. Einführung

Musik schafft Brücken zwischen verschiedenen Kulturen und stellte sich in bisherigen Forschungsarbeiten als ein geeignetes Mittel heraus, um das Wohlbefindens in schwierigen bzw. fordernden Lebenssituationen zu steigern. Vor dem Hintergrund der sogenannten „Flüchtlingskrise" der Jahre 2015 bis 2017, in welcher rund 1 Millionen Menschen aus unterschiedlichen Gebieten vor Krieg, Terror, Verfolgung oder Armut in europäische Staaten flüchteten, wurden in Deutschland vor allem auf kommunaler Ebene eine Vielzahl von Projekten initiiert, welche musikalische Aktivitäten nutzten bzw. nutzen, um eine erfolgreiche Eingliederung von Geflüchteten zu unterstützen. Die hier vorzustellende Studie widmete sich im Rahmen des Verbundvorhabens „MINUTE" („Musikalische Interventionen für nachhaltige Eingliederung und kulturelle Teilhabe geflüchteter Kinder und Heranwachsender") als Teilprojekt Frankfurt mit dem Titel „Einfluss von Musiklernen auf Akkulturationsprozesse bei jungen erwachsenen Flüchtlingen"[1] der Untersuchung von Effekten eines musikalischen Freizeitangebotes für geflüchtete, junge Erwachsene auf psychologische Akkulturationsprozesse, gesundheitsrelevante Parameter, psychisches Wohlbefinden und Emotionsregulation. Im Folgenden wird zunächst in einer theoretischen Einleitung die Befundlage referiert und die der Untersuchung zu Grunde liegenden Hypothesen dargestellt. Anschließend werden in separaten Kapiteln das methodische Vorgehen und die wesentlichen Ergebnisse dargestellt, bevor diese im abschließenden Diskussionsteil in ihrer Bedeutung für ein Potenzial gemeinsamen Musiklernens im Hinblick auf erfolgreiche, psychische Anpassungsprozesse gewürdigt werden.

2. Einleitung: Untersuchungsgegenstand und Ableitung der Forschungsfragen

In Europa kam es vor allem in den Jahren 2015 und 2016 zu einer Einwanderung sehr vieler Menschen aus Kriegs- und Krisengebieten. Geflüchtete gelten als Spezialfall im Vergleich zu anderen Zuwanderergruppen: Viele haben vor ihrer Ankunft schwerwiegende oder traumatische Erfahrungen gemacht oder sind Zeugen derselben geworden, wobei sich auch die Unfreiwilligkeit ihrer Flucht in einer erhöhten Vulnerabilität gegenüber belastenden Erfahrungen niederschlägt (Hameed, Sadiq & Din, 2018). Wei-

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[1] Förderkennzeichen des BMBF: 01JK1613B

Chantah, J., Frankenberg, E., Lupu, S., Roden, I., Kreutz, G., & Bongard, S.

Effects of musical activity on self-reports of mental health and acculturation of young refugee men

1. Introduction

Music builds bridges between different cultures and has been shown in previous research to be a suitable means of increasing well-being in difficult or challenging life situations. Against the backdrop of the so-called "refugee crisis" of 2015 to 2017, in which around 1 million people fled to European countries from various regions to escape war, terror, persecution or poverty, a large number of projects were initiated in Germany, especially at the municipal level, which used or use musical activities to support the successful integration of refugees. The study presented here is part of the joint project "MINUTE" ("Musical Interventions for Sustainable Integration and Cultural Participation of Refugee Children and Adolescents") and is dedicated to the investigation of the effects of musical leisure activities for refugee young adults on psychological acculturation processes, health-related parameters, psychological well-being and emotion regulation. In the following, the findings are first reported in a theoretical introduction and the hypotheses on which the study is based are presented. Then, in separate chapters, the methodological procedure and the main results are presented before their significance for the potential of learning music together with regard to successful psychological adaptation processes is assessed in the concluding discussion section.

Chantah, J., Frankenberg, E., Lupu, S., Roden, I., Kreutz, G., & Bongard, S. (2020). Effekte musikalischer Aktivität auf Selbstberichte psychischer Gesundheit und Akkulturation von geflüchteten jungen Männern. In S. Timm, J. Costa, C. Kühn, & A. Scheunpflug (Hrsg.), Kulturelle Bildung. Theoretische Perspektiven, methodologische Herausforderungen, empirische Befunde (S. 279–295). Waxmann.

Technology
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Cultural Studies
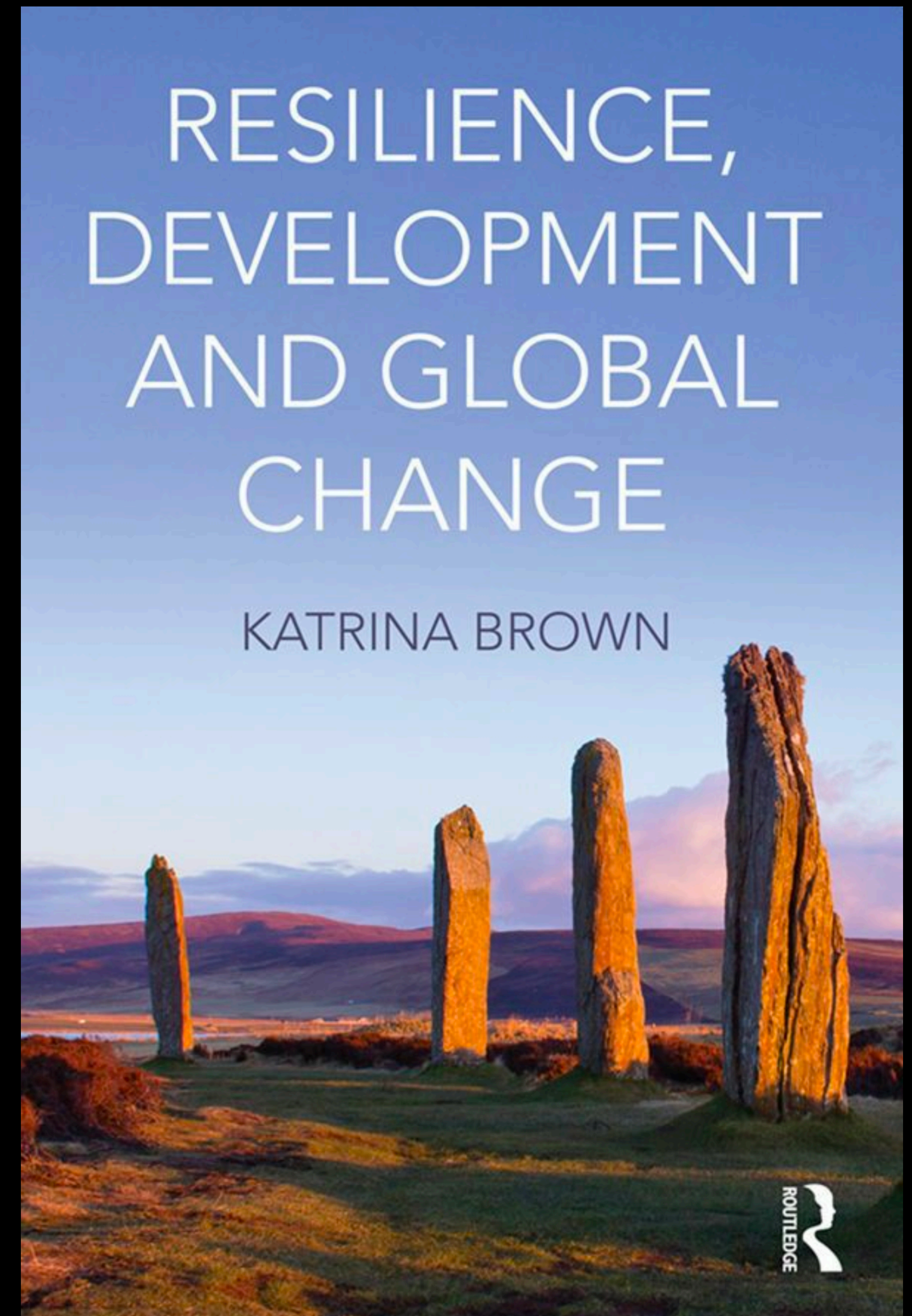
Technology
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Psychology
Social Sciences

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Biology

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Cultural Studies

Resilience is…

'The ability to absorb disturbances, to be changed and then to reorganise and still have the same identity (retain the same basic structure and ways of functioning).'

'In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways.'

'A multi-dimensional construct … the capacity of individuals, families, communities, systems and institutions to respond, withstand and/or judiciously engage with *catastrophic* events and experiences; actively making meaning without fundamental loss of identity.'

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 7.

retaining **identity**
through change

by

activating resources
in **culturally**
meaningful ways

so that

meaningful responses to
disruptive events are
created on
multiple interwoven
social levels

Connecting to cultural forms of expression and meaning making,

fostering the exploration and articulation of identity,

social learning and collective achievements

are core aspects of everyday work in arts and cultural education

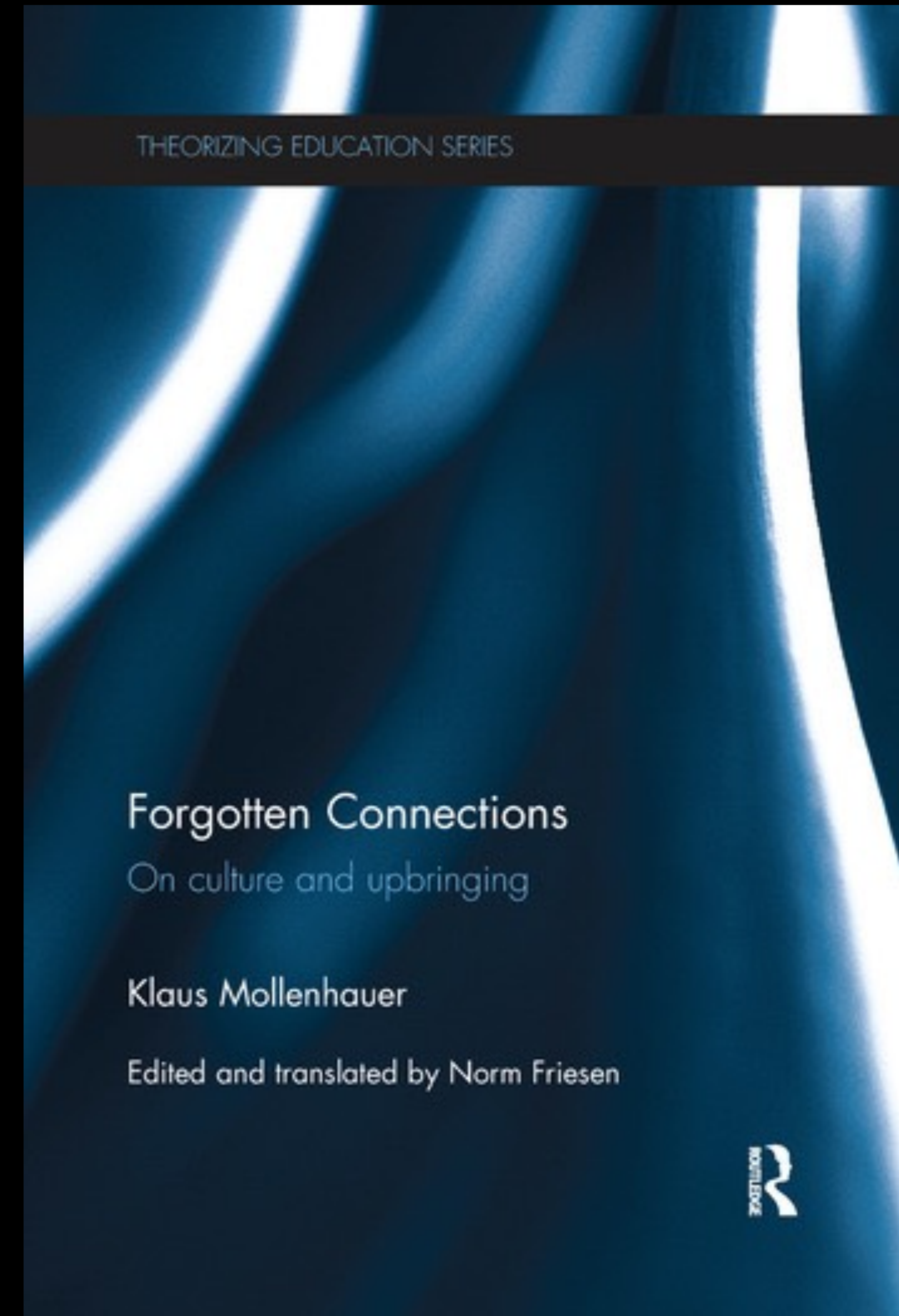retaining **identity** *through* change

by

activating resources in **culturally** meaningful ways

so that

meaningful responses to disruptive events are created on multiple interwoven **social** levels

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 7.

„Continuation of culture"

as a central concern of

education in itself

**working to cultivate
an attitude of change**

**working towards
a set goal**

balancing of identity &
change as default

culturally meaningful
articulation of a problem

activating cultural resources
for change

inventing graceful ways of
adaption

new balance of identity &
change

definition of
problem

definition
of goals

definition
of means

selection of most
efficient intervention

outcome

Resilience theory approach	Sustainability science approach
Change is normal, multiple stable states	Envision the future, act to make it happen
Experience adaptive cycle gracefully	Utilise transition management approach
Origin in ecology, maintain ecosystem services	Origin in social sciences, society is flawed
Result of change is open ended, emergent	Desired results of change are specified in advance
Concerned with maintaining system dynamics	Focus is on interventions that lead to sustainability
Stakeholder input focussed on desirable dynamics	Stakeholder input focussed on desirable outcomes

Source: Redman 2014: 37

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 21 *citing*
Redman, C.L. (2014). Should sustainability and resilience be combined or remain distinct pursuits? *Ecology and Society*, 19(2).

THE 17 GOALS

169 Targets

3040 Events

1278 Publications

5419 Actions

1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS

https://sdgs.un.org/2030agenda

Millennium Development Goals and seeks to complete what these did not achieve, particularly in reaching the most vulnerable.

17. In its scope, however, the framework we are announcing today goes far beyond the MDGs. Alongside continuing development priorities such as poverty eradication, health, education and food security and nutrition, it sets out a wide range of economic, social and environmental objectives. It also promises more peaceful and inclusive societies. It also, crucially, defines means of implementation. Reflecting the integrated approach that we have decided on, there are deep interconnections and many cross-cutting elements across the new Goals and targets.

The new Agenda

18. We are announcing today 17 Sustainable Development Goals with 169 associated targets which are integrated and indivisible. Never before have world leaders pledged common action and endeavour across such a broad and universal policy agenda. We are setting out together on the path towards sustainable development, devoting ourselves collectively to the pursuit of global development and of "win-win" cooperation which can bring huge gains to all countries and all parts of the world. We reaffirm that every State has, and shall freely exercise, full permanent sovereignty over all its wealth, natural resources and economic activity. We will implement the Agenda for the full benefit of all, for today's generation and for future generations. In doing so, we reaffirm our commitment to international law and emphasize that the Agenda is to be implemented in a manner that

transformative learning

instructional teaching

working to cultivate an attitude of change

working towards a set goal

Resilience theory approach	Sustainability science approach
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Source: Redman 2014: 37

Left column (transformative learning):
- balancing of identity & change as default
- culturally meaningful articulation of a problem
- activating cultural resources for change
- inventing graceful ways of adaption
- new balance of identity & change

Right column (instructional teaching):
- definition of problem
- definition of goals
- definition of means
- selection of most efficient intervention
- outcome

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 21 *citing*
Redman, C.L. (2014). Should sustainability and resilience be combined or remain distinct pursuits? *Ecology and Society*, 19(2).

Pillars of Resilience

resistance

rootedness

resourcefulness

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 185 ff.

Pillars of Resilience

resistance

rootedness

resourcefulness

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 185 ff.

rootedness: everyday aesthetics and the sense of place

rescue
citizens' resilience
in times of crisis

http://rescueproject.net/

Ästhetischer Eigensinn und Resilienz … 497

Abbildung 1 Fotografie der Teilnehmer des RESCuE-Projektes.

Bosch, A., & Promberger, M. (2018). Ästhetischer Eigensinn und Resilienz. [Aesthetic obstinacy and resilience.] In A. Bosch & H. Pfütze (Hrsg.), Ästhetischer Widerstand gegen Zerstörung und Selbstzerstörung (S. 489–504). Springer. https://doi.org/10.1007/978-3-658-18767-5_30

Pillars of Resilience

resistance

rootedness

resourcefulness

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 198.

Resilience: Remembering Pulse (June 2017)

In the summer of 2017, in commemoration of the one-year anniversary of the Pulse nightclub shooting in Orlando, Florida, the Citizen Curator Project invited students and community members to participate in an exhibition at the UCF Art Gallery, a 3,500-square-foot space in the visual arts building.[21] The advisory board issued an open call for art and assembled a group of faculty and community representatives to jury the show, which also included a few pieces by invited artists and community organizations. The resulting exhibition, Resilience: Remembering Pulse, which was supported by funding from the US Institute of Museum and Library Services, featured work by students and community members and offered a collaborative space for the development and cultivation of resilience (see Fig. 13.2).

Fig. 13.2
Installation view, Resilience: Remembering Pulse, UCF Art Gallery, University of Central Florida, 2017.

„resourcefulness“: the example of „curatorial activism“

Watson, K. (2020). Practicing Aesthetic Resilience through Collaboration. In E. Steinbock, B. Ieven, & M. de Valck (Hrsg.), Art and Activism in the Age of Systemic Crisis: Aesthetic Resilience (S. 169–178). Routledge.

„resourcefulness":

Resilience: Remembering Pulse (June 2017)

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tivism by collaborating with members of the LGBTQ community, featuring work made by students, collectives, and community groups, and focusing on art that had an interactive element.

Photo-essays, first-person narratives, and portraits of survivors were an important part of the exhibition. Carrie Moran's *The Lines That Join Us* shared the stories of survivors and others impacted by the shooting who got memorial tattoos after Pulse as a way to remember their friends and mark their bodies with visible signs of solidarity. Moran, the president of the Pride Faculty and Staff Association at UCF, paired reflections written by survivors with portraits she took in front of public murals. These murals, which were painted across Orlando after Pulse, offer a highly visible and powerful way to engage the community and protest hate crimes, and muralists and the bearers of memorial tattoos came to the exhibition and had their photographs taken in front of Moran's photographs. Similarly, UCF alumna Cassi Alexandra's photo-essay *We Are Family* combined portraits and oral histories to share the stories of, among others, Pulse shooting survivor Brandon Wolf; co-founder of QLatinx Christopher Cuevas;

Fig. 13.2
Installation view, Resilience: Remembering Pulse, UCF Art Gallery, University of Central Florida, 2017.

Watson, K. (2020). Practicing Aesthetic Resilience through Collaboration. In E. Steinbock, B. Ieven, & M. de Valck (Hrsg.), Art and Activism in the Age of Systemic Crisis: Aesthetic Resilience (S. 169–178). Routledge.
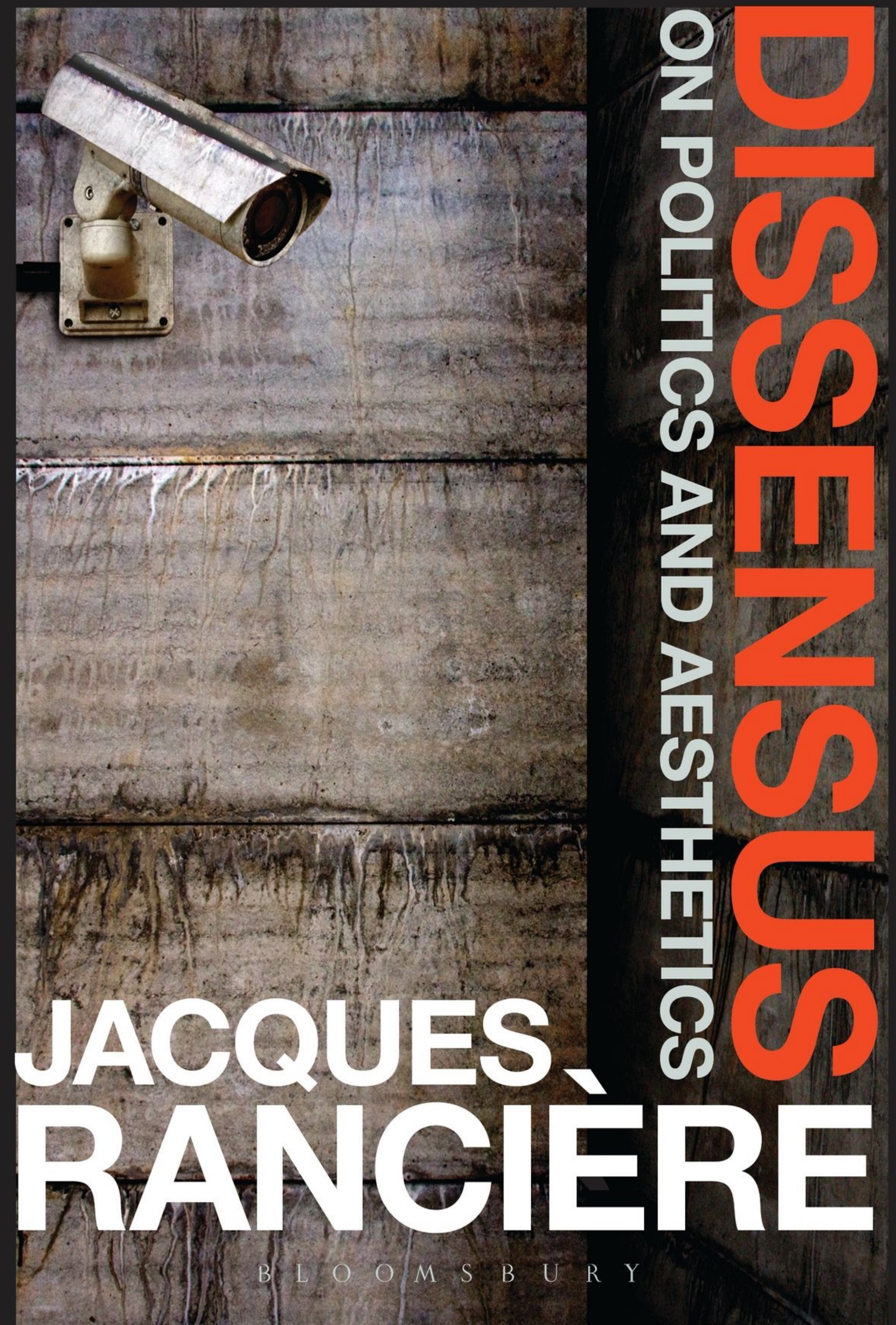
Pillars of Resilience

resistance

rootedness

resourcefulness

Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 185 ff.
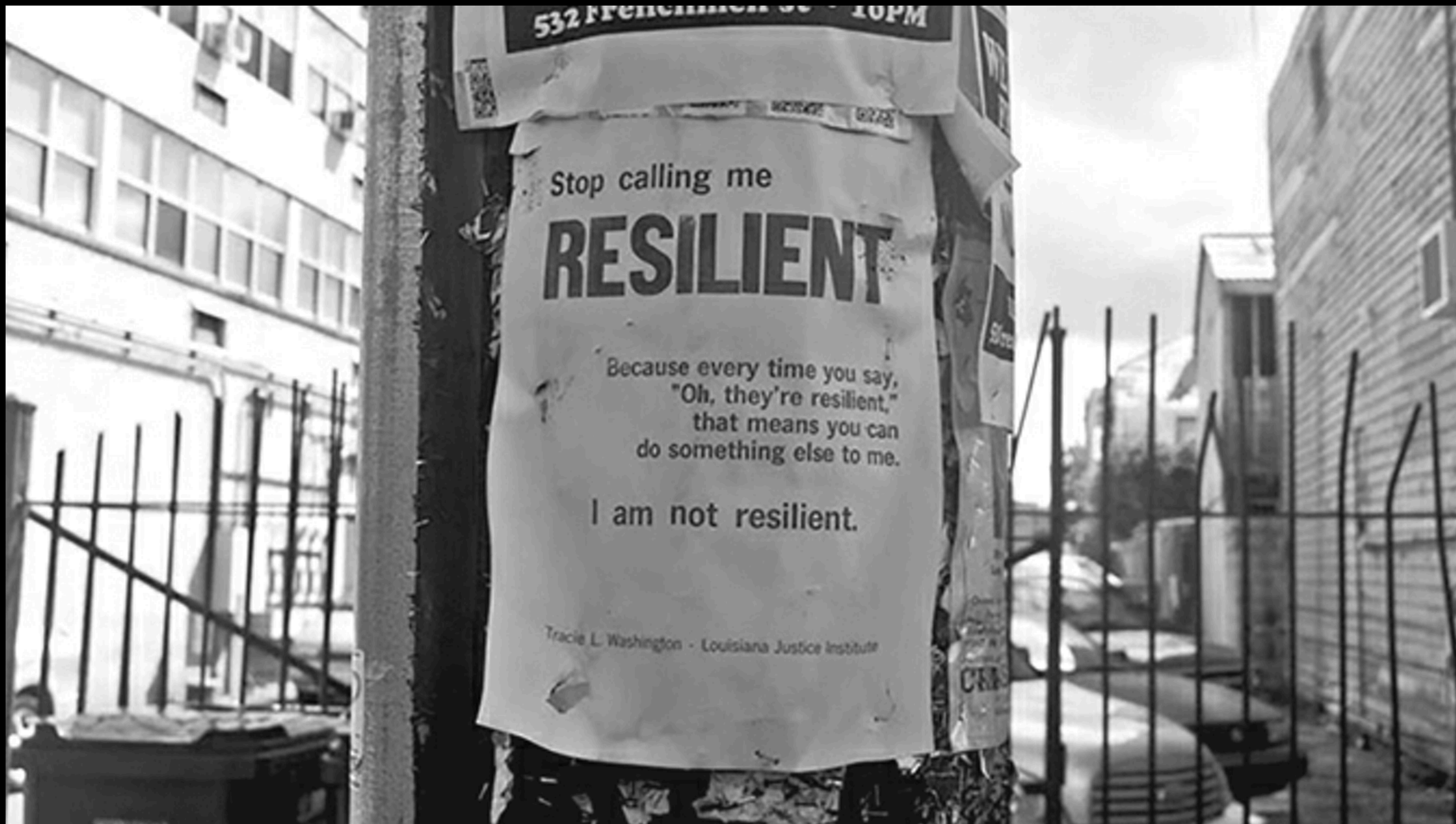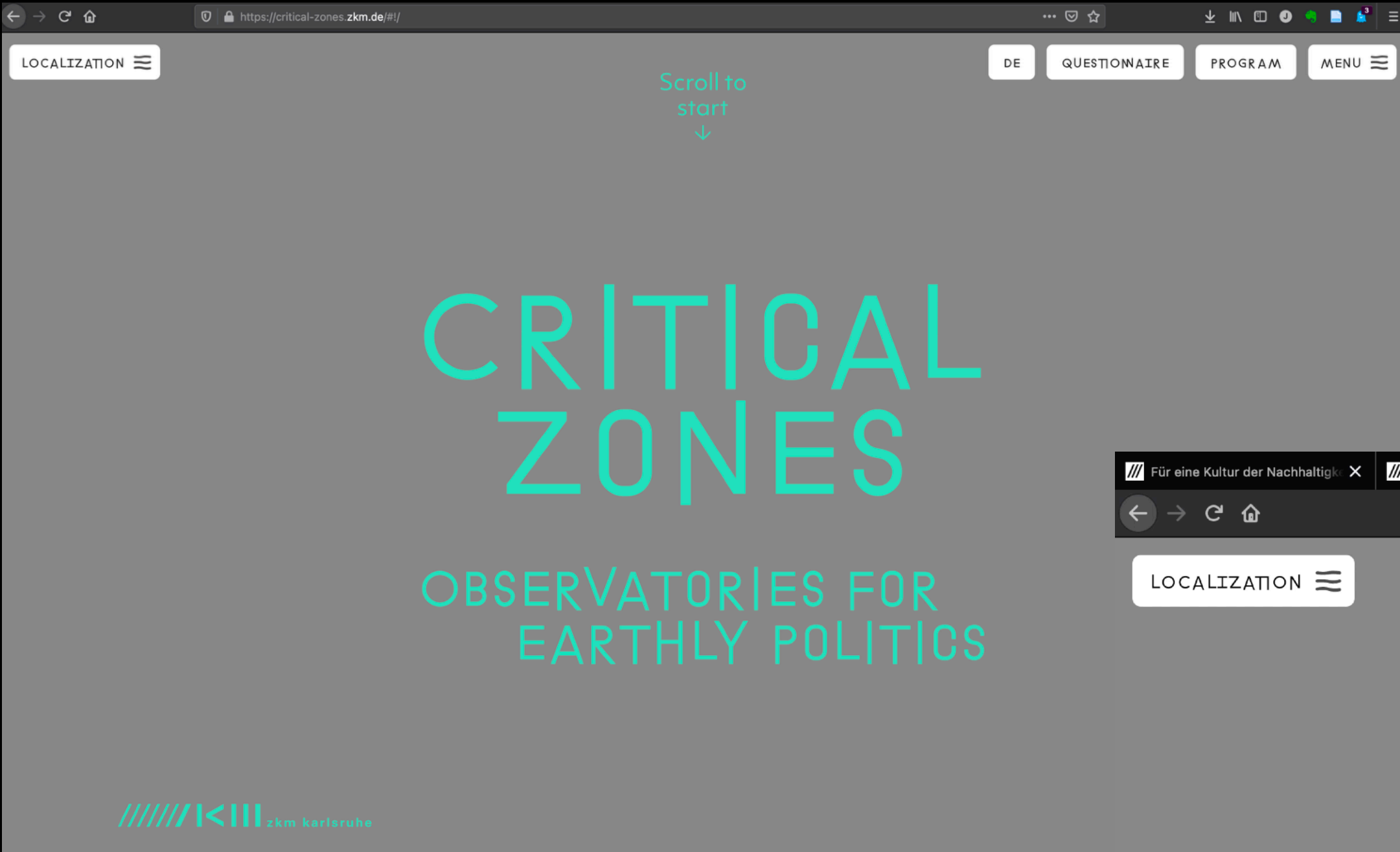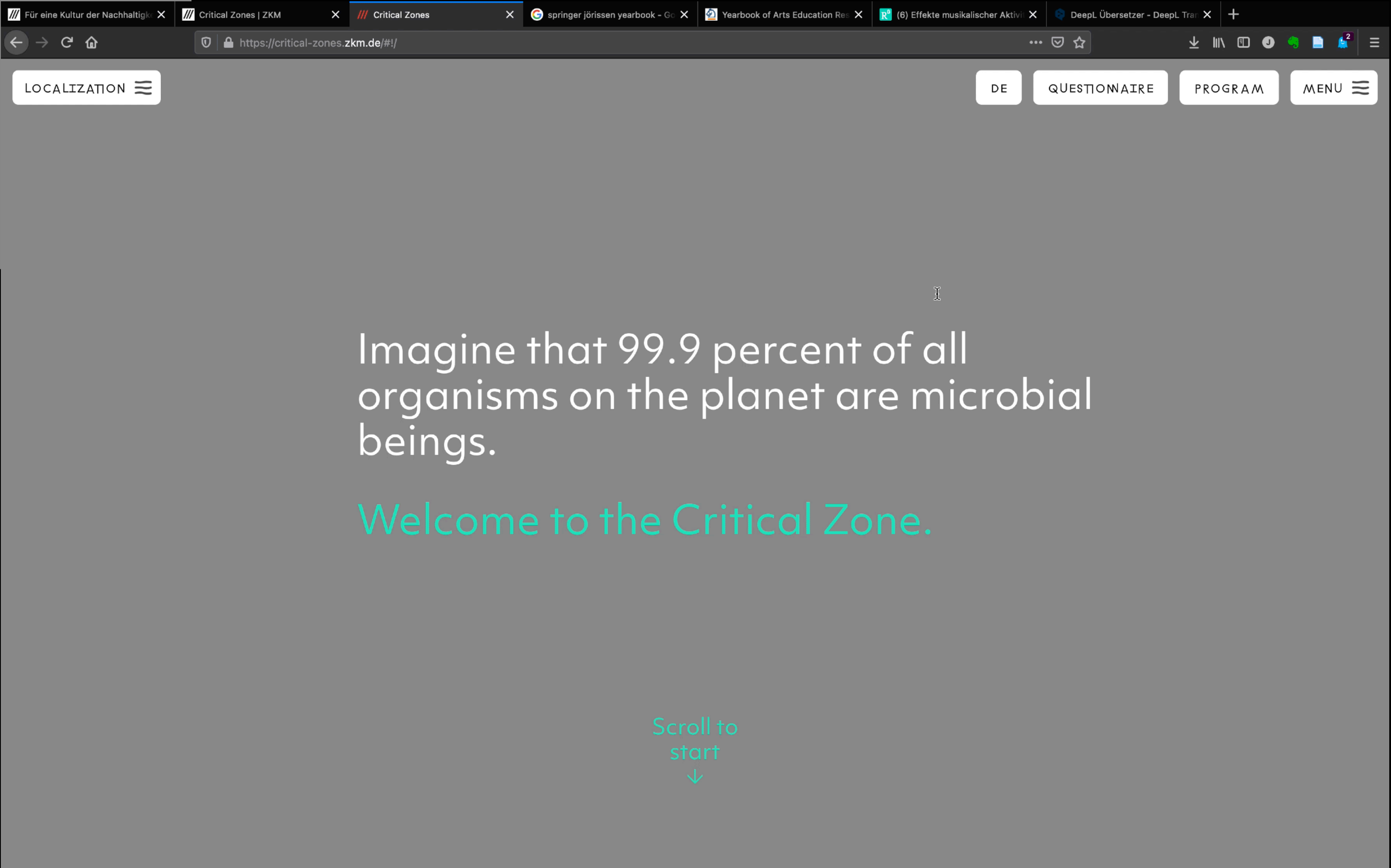
Brown, K. (2015). Resilience, Development and Global Change. London: Routledge, p. 191.

„A dissensus is not a conflict of interests, opinions or values; it is a division inserted in 'common sense': a dispute over what is given and about the frame within which we see something as given."
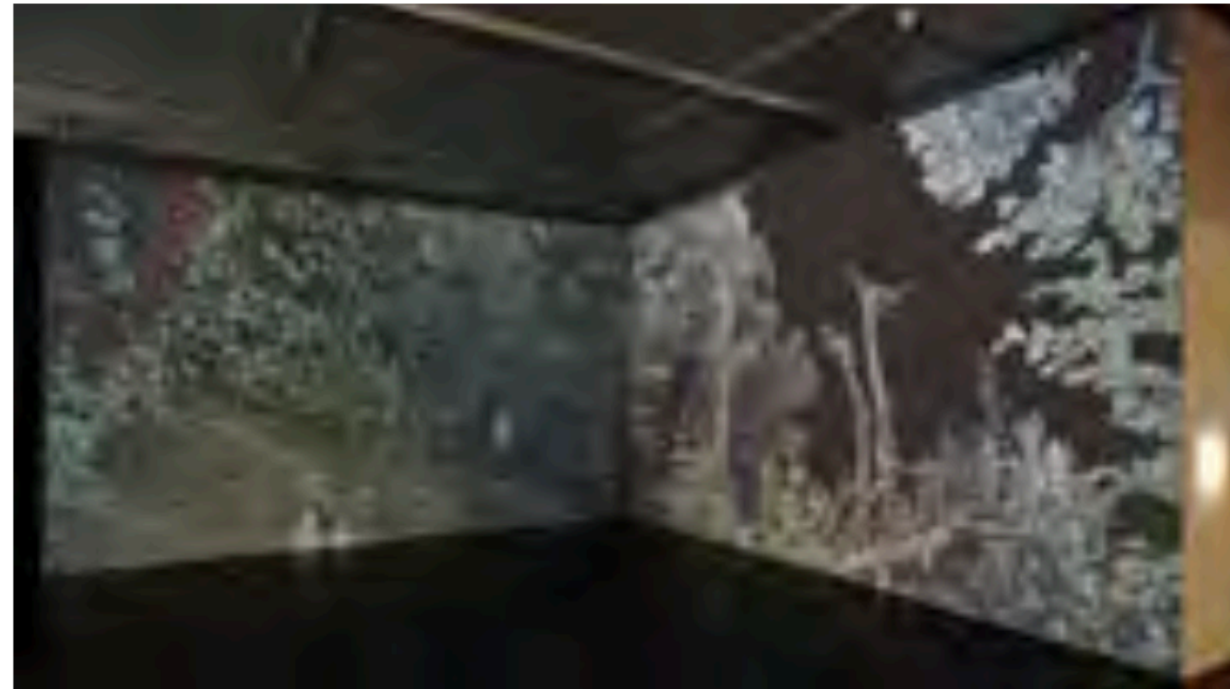
(Rancière, Dissensus, 69)

DISSENSUS

ON POLITICS AND AESTHETICS

JACQUES RANCIÈRE

BLOOMSBURY

https://critical-zones.zkm.de

ATMOSPHERIC FOREST, 2019—ONGOING
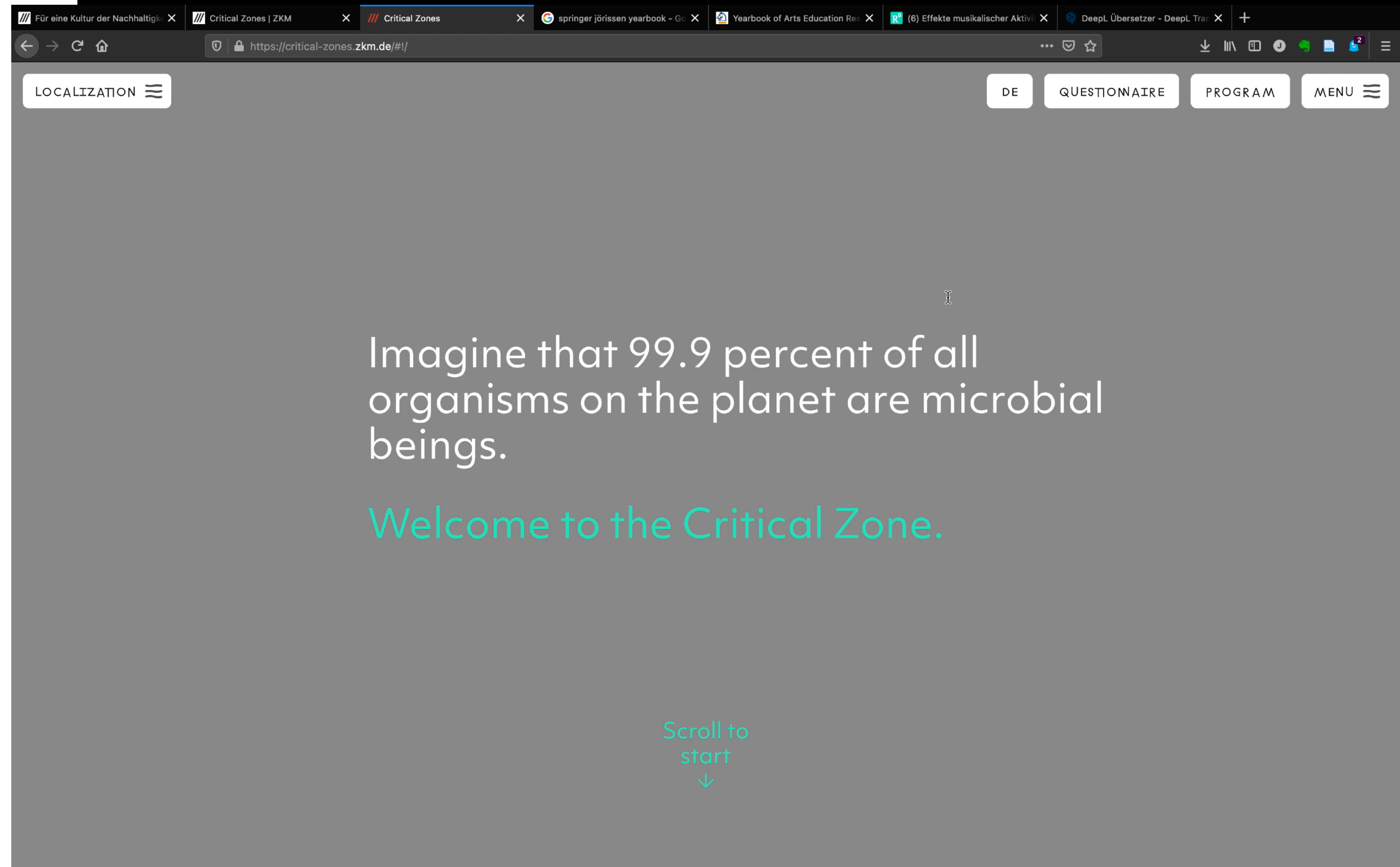
Rasa Smite / Raitis Smits

Mixed media installation, dimensions variable

Atmospheric Forest visualizes the complex relations between a forest, climate change, and the atmosphere. It is the result of a three-year artistic research project on Pfynwald, an ancient Alpine coniferous forest suffering from drought, which Swiss scientists have turned into a living observatory.

Trees are not only oxygen generators, but they breathe as well, emitting large amounts of volatile organic compounds – a habitual scent of the forest. Scientists have long known about the link between a fragrant forest and the warming climate, but are uncertain about its impact and scale of these compounds. By visualizing the data of volatile emissions and resin pressure in pine trees during one growing season, *Atmospheric Forest* reveals patterns of this complexity, showing that with climate change we are heading toward a more fragrant and more "atmospheric forest" in the future.
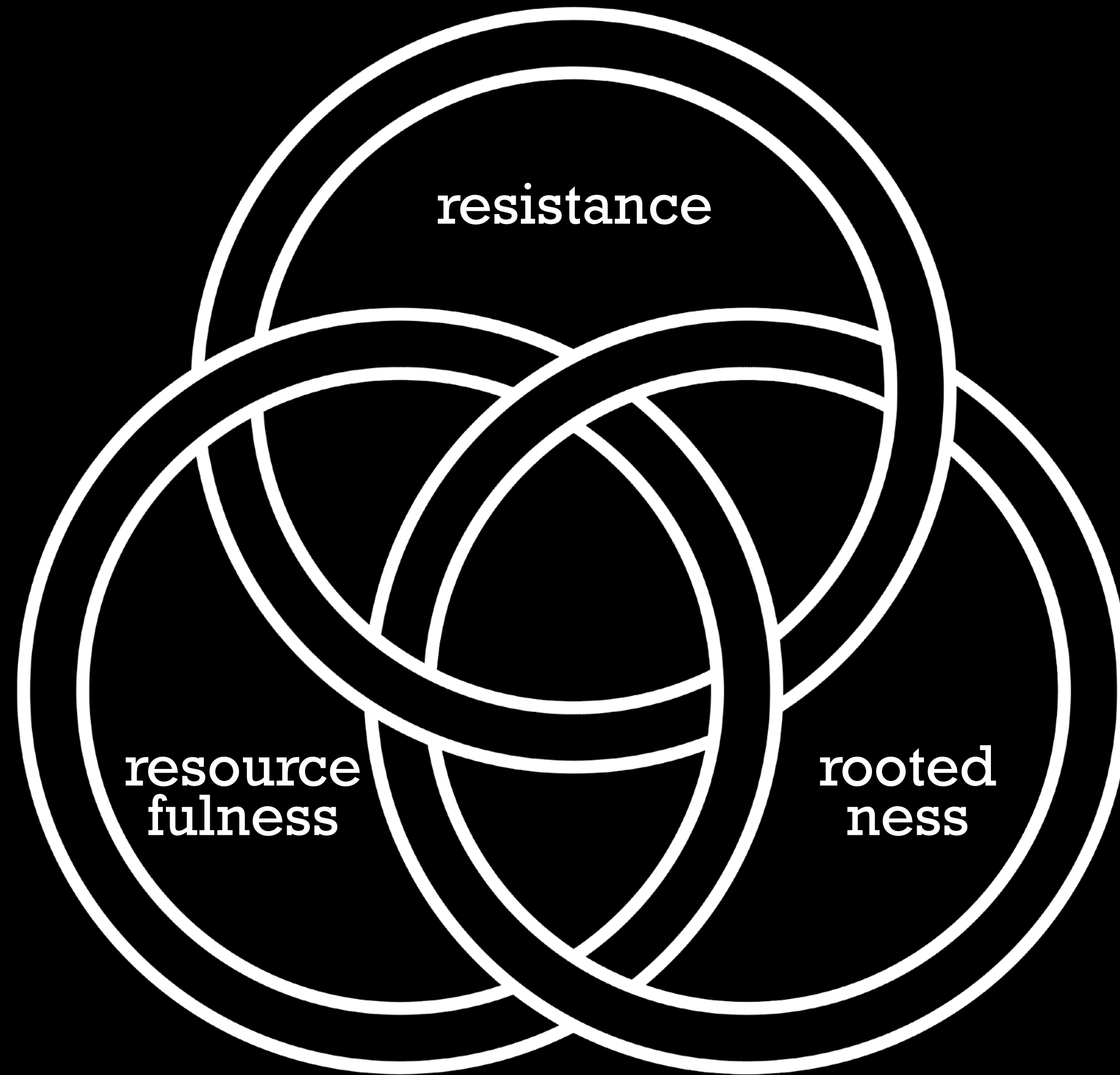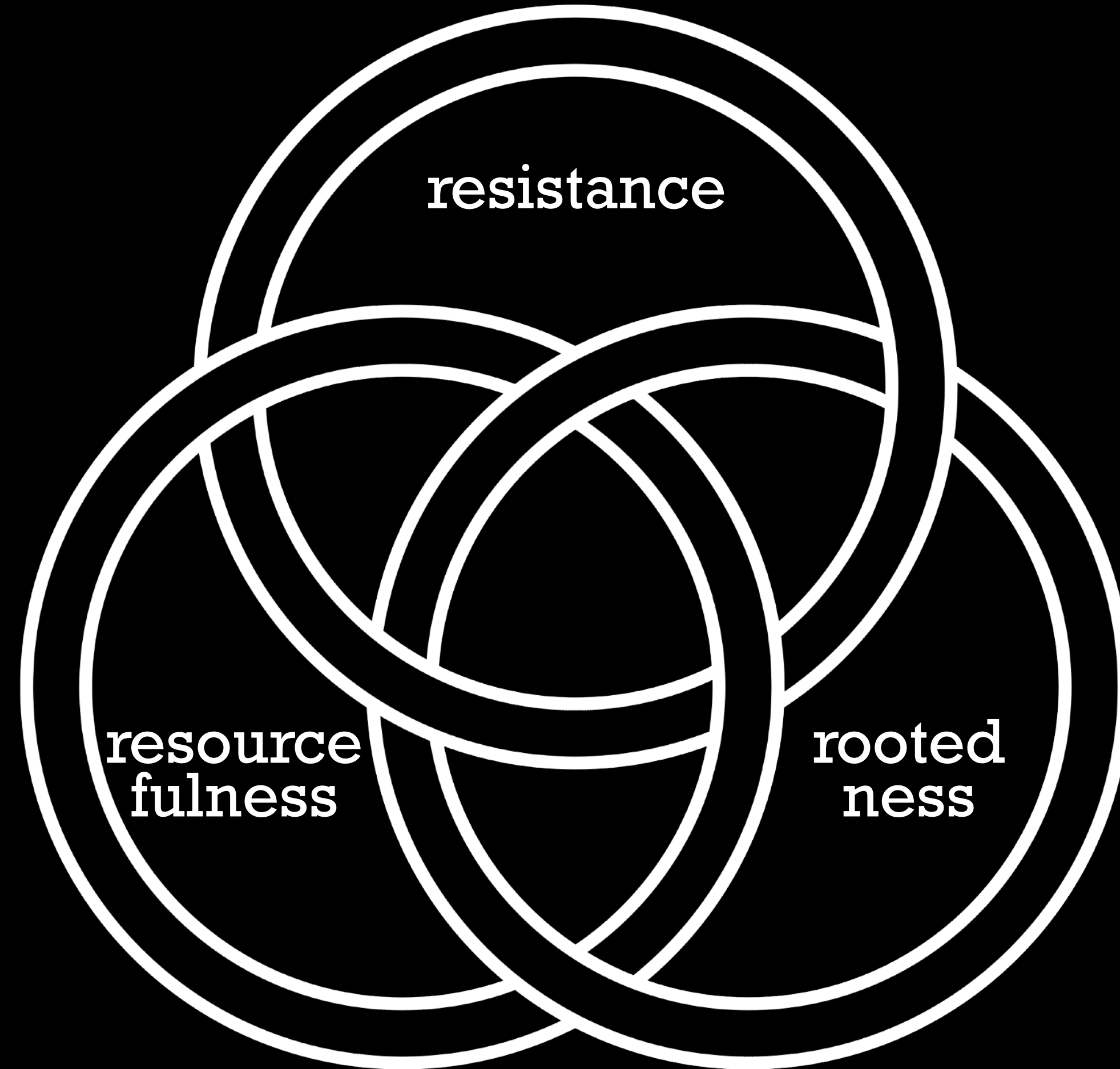
https://critical-zones.zkm.de

Imagine that 99.9 percent of all organisms on the planet are microbial beings.

Welcome to the Critical Zone.

Scroll to start
↓

„Planetary Dissensus“

[…] the planetary is an ongoing process of creating, articulating, and transforming human subjects and collective inhabitations. The globe is on our computers, but the planetary forces a diverse and sprawling set of encounters with media, technology and science that might remake these practices. The becoming planetary of media is a concept that addresses the ways in which the planet, Earth, and environments are figured as medial projects.“
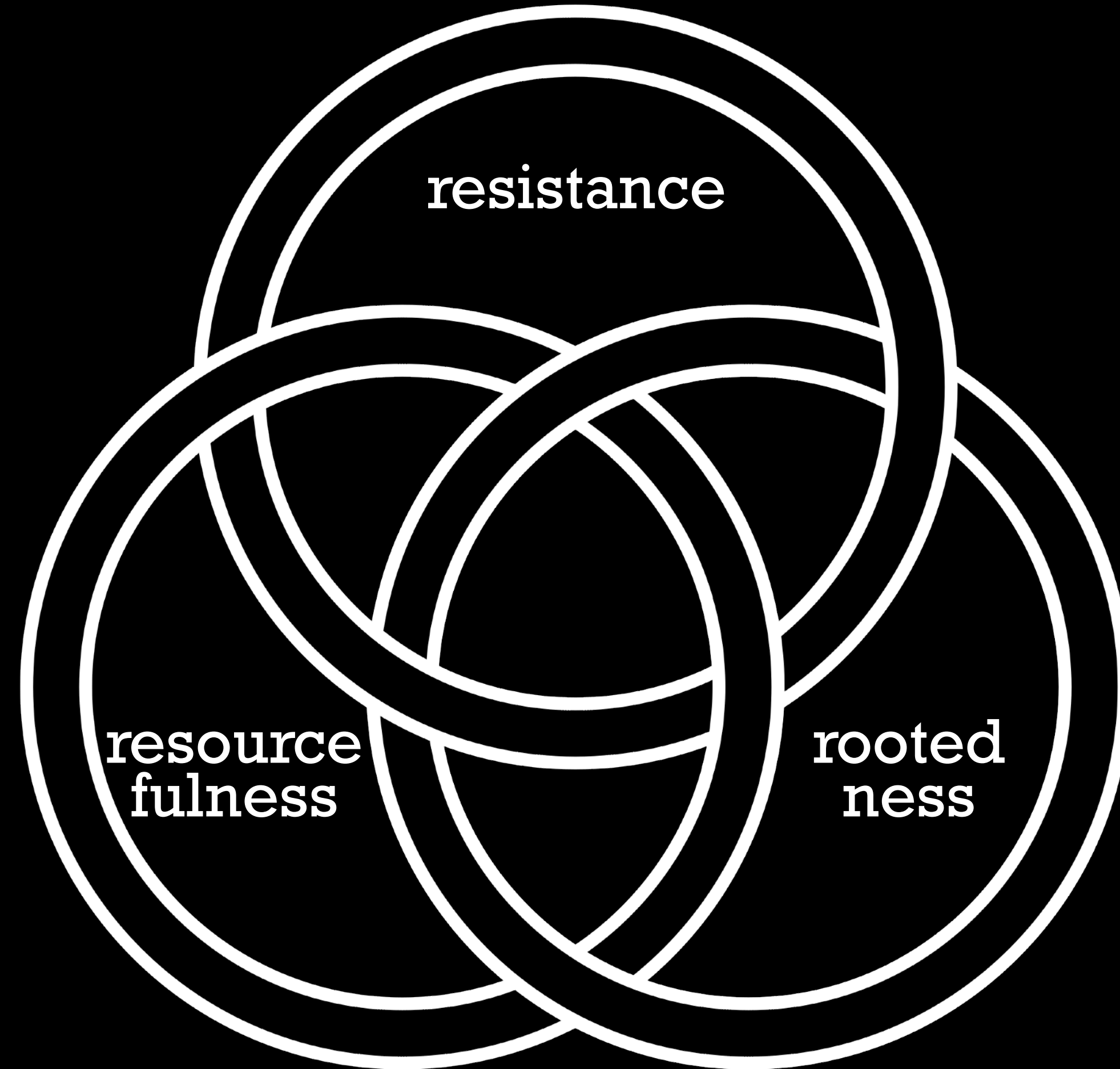
Gabrys, J. (2018). Becoming Planetary. E-Flux. https://www.e-flux.com/architecture/accumulation/217051/becoming-planetary/
Spivak, G. (2002). Imperatives to re-imagine the planet. Aut Aut, 72–87.

fostering aesthetic deliberation & empowerment

resistance

encouraging creativity & articulation

resource fulness

rooted ness

connecting to & negotiating heritage(s)

fostering aesthetic deliberation & empowerment

change

collectivity/ activism

resistance

encouraging creativity & articulation

resource fulness

rooted ness

connecting to & negotiating heritage(s)

identity

Prof. Dr. Benjamin Jörissen

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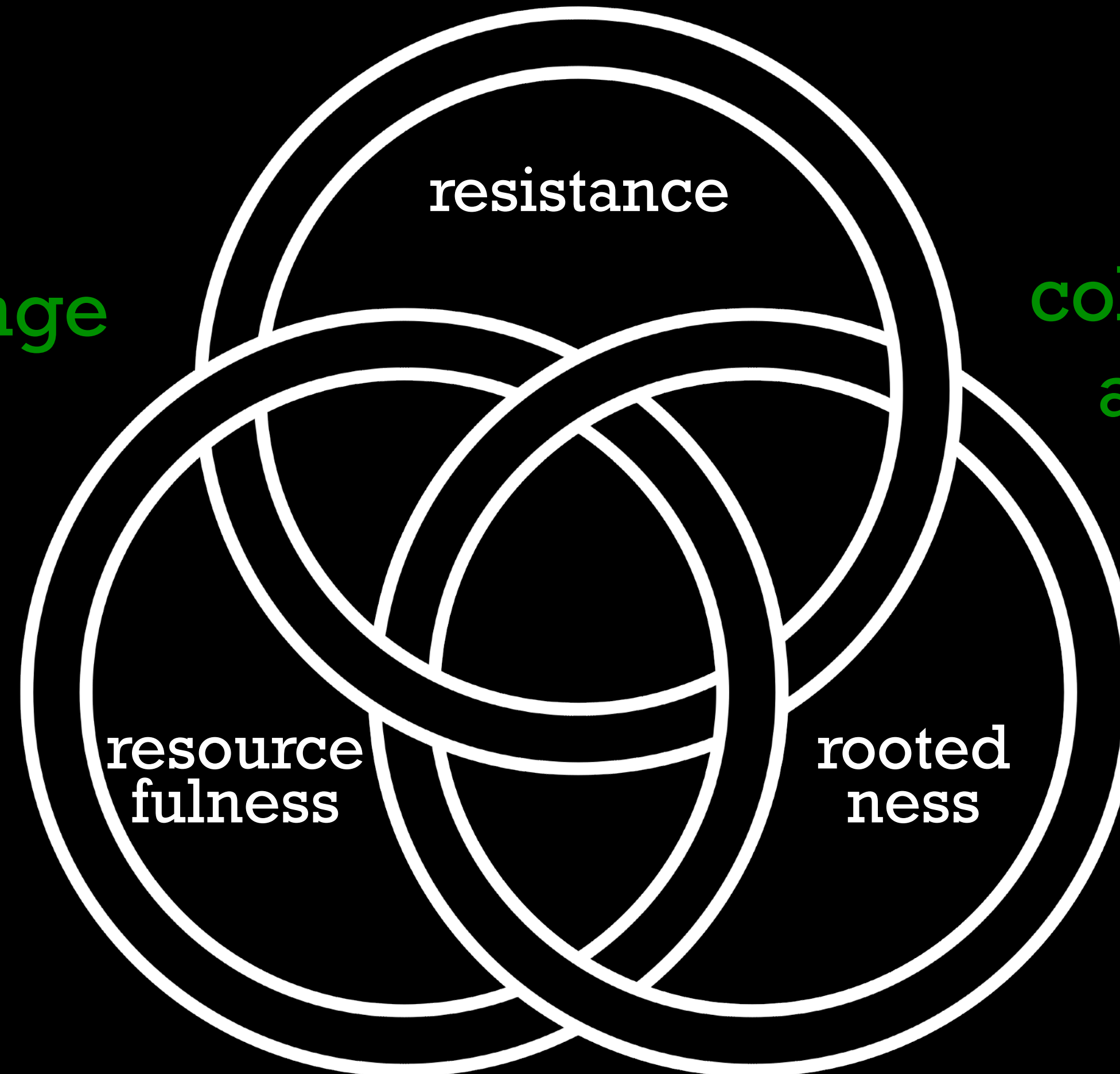
Thank you!

감사합니다

The 4th UNESCO UNITWIN Symposium
Arts Education in and through a Time of Crisis
Seoul/online 24-26 May, 2021