

## Oceanic swimming-writing-thinking for justice-to-come scholarship

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Our swimming-writing-thinking together emerged out of our engagements with re-conceptualising higher education in the context of South African post-apartheid challenges and within the larger project of justice and decolonial scholarship globally. Deeply aware of how normative practices in the neoliberal capitalist, masculinist academy repeat colonial, patriarchal and humanist logics, we have been working with imaginative, creative, embodied, processual, relational and affective practices to question and re-think conventional ways of doing academia. We seek to engage an alternative politico-ethico-onto-epistemological approach and in this case work with oceanic swimming. Our playful experimental Slow scholarly hydrofeminist praxis embodies post-qualitative methodology that includes swimming, reading, image-making and writing together while holding in mind the project of doing ethical scholarship for a justice-to-come. Through these becomings-together, new thinkings bubble up as we take our thoughts for a swim, their ripple effects, watery, fluid and flowing, opening up possibilities for different ways of making knowledge. Encrusted with ocean bacteria, shivering with cold, and awash with images of luminescent underwater spaces, our writings enact further swimings together, moving us to engage with what matters. Our relational encounters with more-than-human species have sharpened our response-ability for the damages to the ocean and larger manthropocentric ecological violences. Our skin porous to fluid temporalities, we confront the hauntings of apartheid and colonial violences so saturated in the oceans. We swim with the precarities of COVID pandemic times, entangled with current ecological disasters, embedded in colonial and capitalist extractivism, while also taking some succour from our swimings together in times of isolation. In this presentation, we share some examples of our experiments with becoming sea-swimming-writing-thinking.



Nike Romano is a visual artist who lectures history and theory of art and design at the Cape Peninsula University of Technology. Romano is interested in the transformative role of art and design teaching and learning practices in building social justice in South Africa. Registered as a PhD candidate at the University of the Western Cape and Utrecht University, her PhD research explores the ethico-onto-epistemological affects generated through critical arts-based educational encounters.



Tamara Shefer is professor in Women's and Gender Studies, Faculty of Arts, University of the Western Cape. Her work primarily addresses youth, gender and sexualities and focuses on reconceptualising higher education and experimenting with decolonial, feminist, justice scholarly practices, including thinking with wild oceanic swimming. She is currently lead researcher on Andrew W. Mellon funded project New Imaginaries for Gender and Sexual Justice. Most recent co-edited books are *The Routledge International Handbook of Masculinity Studies* (2019, with L. Gottzén & U. Mellström); *Engaging Youth in Activist Research and Pedagogical Praxis: Transnational and Intersectional Perspectives on Gender, Sex, and Race* (2018, with J. Hearn, K. Ratele & F. Boonzaier) and *Socially Just Pedagogies in Higher Education: Critical posthumanist and new feminist materialist perspectives* (2018, with V. Bozalek, R. Braidotti & M. Zembylas).



Vivienne Bozalek is an Emerita Professor in Women's and Gender Studies at the University of the Western Cape, and Honorary Professor in the Centre for Higher Education Research, Teaching and Learning (CHERTL) at Rhodes University. Her research interests and publications include the political ethics of care and social justice, posthumanism and feminist new materialisms, innovative pedagogical practices in higher education, post-qualitative and participatory methodologies. Her most recent co-edited books include *Posthuman and Political Care Ethics for Reconfiguring Higher Education* with Michalinos Zembylas and Joan Tronto (Routledge, 2021), *Post-Anthropocentric Social Work: Critical Posthuman and New Materialist Perspectives*, with Bob Pease (Routledge, 2021), *Higher education hauntologies: Living with ghosts for a justice-to-come* with Michalinos Zembylas,

Siddique Motala and Dorothee Hölscher, (Routledge, 2021). She is the editor-in-chief of the open source online journal *Critical Studies in Teaching and Learning*.