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Dissertation Abstract

The dissertation's current working title is: *Educable Futures? Sustainability and Subjectivity in Swedish Teacher Education*

The crisis that the politics and practices of sustainability is an answer to is also the crisis of the *subject* in contemporary western knowledge production. In my discussions of the focus groups, I will show that sustainability education demands a subject, although it is a subject rather far from the conventional liberalized human.

Sustainability, although having anthropocentric roots, is sometimes framed as a notion which marks the entanglements of the environment with the society – somewhat challenging the division between nature and culture in its search for seeing these spheres as fundamentally entangled. This line of thinking applies well to the acknowledgment of environmental problems as limitless. However, every discursive construction is a process of boundary-drawing. In the case of education, every knowledge area requires boundary-drawing. Drawing boundaries with regards to sustainability in education is a difficult but necessary process. Difficult, because the problem it addresses knows no boundaries, and necessary, in order to make the knowledge area educable within formalized, educational settings.

In the dissertation I will discuss the problems of boundary-drawing with regards to four broad areas that I have found troublesome to the notion of subjectivity in sustainability education.¹ A focus on subjectivity enables me to pay attention to boundary-drawing regarding how new, old, human, nonhuman and human-nonhuman subjectivities are highlighted and addressed. What is the place/role of the (human) teacher in sustainability education? I will discuss the question further by zooming in on how Swedish teacher educators discuss their relations to *knowledge*, *ethics*, *non-humans* and *teacher students* in focus group conversations.

1 Here I would like to stress that I think that the environmental crisis also is the crisis of the boundaries of the human subject. This idea is drawn from working with the focus groups.