



The UKZN Teaching & Learning Office (UTLO)

Cordially invites you to a workshop

By

Professor Kriben Pillay

On

The Illusion of Solid and Separate Things:

A workshop on Troublesome Knowledge and the Curriculum

Seminar Details

DATE: Friday, 24 August 2018

TIME: 13h00 - 15h00

VENUE: Seminar Room 5, Govan Mbeki Building, Westville Campus

RSVP Essential

Online <https://goo.gl/forms/gmho521gBW4PCSPH1>

By: Friday, 20 August 2018



KRIBEN PILLAY is the former Dean of Teaching and Learning in the College of Law and Management Studies and an associate professor in the Graduate School of Business and Leadership, University of KwaZulu-Natal, where his research is on the brain, illusion and awakened consciousness in leadership. He is a writer across genres; his poems and short stories appear in many South African anthologies and he has recently contributed a chapter on leadership in the pioneering 2016 book, *Large Scale Systemic Change*, published by Nova in New York. He has just completed a book-length account of visionary leadership in the micro-lending space for SMME's, and is currently writing a self-study on awakening. In 2008, Kriben was awarded the prestigious UKZN Distinguished Teacher's award.

Seminar Overview

This workshop presents an explicit challenge to academia, to re-examine an outdated Cartesian worldview, which advocates that the world is made up of discretely solid and separate things – psychologically experienced as self and the other – that promotes, both overtly and covertly, the manipulation and exploitation of others (characterized prominently in racial and gender discrimination) and the natural world. The consequence is a flawed ontological perspective that pervades all areas of the curriculum by teaching implicitly a culture of separation, reinforced by the spurious physicalist notion that consciousness is an epiphenomenon of the brain.

The workshop will cover:

- The intellectual tools that allow us to deconstruct the myth of separation e.g. a brief overview of systems thinking; investigating the senses, etc.
- Experiential exercises that introduce us to the Science of the First Person (as opposed to conventional science which is the Science of the Third Person) where we experience, firsthand, albeit briefly, the stark distinction between Thinking and Awareness, and what this means for mindful living and a truly transformed education praxis.
- Contemplating Dialogue as a potential tool for going behind the appearances of identity and separation and connecting to the space of deep learning beyond our constructed boundaries.

Funded by the **University Capacity Development Grant**