

In the works of the provocative writer Thomas Bernhard, the humanist educational model we have inherited from the 19th century is subjected to a wholesale critique. This lecture seeks to trace both the literal places and the metaphorical spaces in Bernhard's prose that give rise to an alternative educational model. From the cabinet of curiosities of Castle Ambras to designs of the Visionary Architects of the 1960s (Hollein, Pichler), from the Art History Museum Vienna to the Wittgenstein House, Bernhard interrogates the foundations of the post-1945 educational system and its actual sites. Both material rooms and immaterial atmospheres are the prerequisite for a person's engagement with the in- and outside world. These become the precondition for thinking outside the box. Bernhard forces us to ask, thus, whether our entire educational model might be considered erroneous, our 'Bildungsweg' misleading. How do the spaces and places through which we move help—and hinder—our educational trajectory?

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ICI Lecture Series **ERRANS**

The English verb 'to err' has largely lost its positive connotations. It no longer invokes wandering, rambling, or roaming, and is now understood negatively in relation to a prescribed path or goal. To be sure, errors are acknowledged to play an important role in the pursuit of knowledge and happiness, but usually only to the extent that their recognition allows for their elimination, correction, and avoidance. Recognizing that a critique of ideals of productivity, success, goal-orientation, and determination is necessarily paradoxical, the **ICI Lecture Series ERRANS** takes the shifting meanings of 'erring' – connoting the violation of norms as well as the activity of wandering – as a prompt to explore the critical potentials and risks of embracing error, randomness, failure, and non-teleological temporalities, and to do so across different disciplines and discourses.

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**Visionary Architecture and
the Sites of Bildung:
Rethinking Thomas Bernhard**

