

Streszczenie rozprawy doktorskiej „Kuratorowanie antropocenu – między nauką o Ziemi a krytyką kulturową. Studium przypadku *Anthropocene Curriculum*”

Abstract of the dissertation ‘Curating the Anthropocene – between Earth Science and Cultural Critique: *Anthropocene Curriculum* Case Study’

The aim of this dissertation is to critically compare and analyse two forms of practices and narratives related to the concept of the Anthropocene: scientific accounts, grounded primarily in the Earth sciences, and artistic and research-based practices that have emerged in connection with the Berlin cultural initiative *Anthropocene Curriculum* (AC). This dissertation argues that the intersection of geological expertise and cultural practice in the AC constitutes a laboratory for new interdisciplinary and transdisciplinary strategies to address current ecological crises. Drawing on critical discourses surrounding the geological Anthropocene, the dissertation problematises the methodological assumptions of the Earth sciences, in particular their universalist definition of humanity. At the same time, it highlights the limits of scientific procedures that remain bound to discrete disciplines and operate within fixed temporal and spatial scales. In contrast, the AC foregrounds the inclusion of diverse perspectives, including those of historically colonised and marginalised communities, whose experiences and histories challenge Eurocentric models of knowledge. The dynamic between these approaches enables reflection on the possibilities of situated practices that reconfigure the changing relationships between humans and the Earth. In this context, I interpret practices centred on the Anthropocene as constituting a new approach to curatorial practice, which I conceptualise primarily as a form of care (*curare* – to care for). Within contemporary critical humanities and cultural projects, such curatorial practice functions as a politically effective tool for collective knowledge production, immersive and situated experience, and as a form of resistance to violence, exclusion, and the erasure of colonised identities.

Methodologically, the dissertation combines empirical research—including in-depth interviews and participant observation—with critical analysis of geological and stratigraphic literature on the Anthropocene, the history of the Earth sciences, and scholarship in the environmental humanities, feminist, postcolonial, decolonial, and Indigenous studies. It also offers close analysis and interpretation of artistic and research practices developed within the AC.