

# performing theory

in an age that *hates* theory

Most 'exegeses' are written *after* the event and *after* the texts they describe and critique. Not so this text. It comes first—rather than last—in the PhD trilogy process. It outlines a personal pedagogy for drifting and touring in a postmodern age. It extends creative writing beyond the page and beyond prose.

Applied  
grammatology  
collapses  
discipline into  
invention (p.  
188) and  
undermines  
the distinction  
(and  
opposition)  
between  
critical  
theoretical  
reflection and  
creative  
practice (p.  
225).

(Gregory L.  
Ulmer, *Applied  
Grammatology*,  
1985)

This text, then,  
is NOT an  
exegesis in the  
traditional  
sense, since it  
*enacts* its  
theory *in  
practice* and  
attempts to  
*generate*  
rather than  
*evaluate* the  
texts it informs  
(including  
itself). This  
text articulates  
*a pedagogy*  
rather than a  
critique: it's a  
way of working  
and thinking in  
a postmodern  
world. It is an  
example of  
itself: a visual-  
verbal artefact.