

# living together



## **Introduction**

Welcome to module three, “Living Together” in which we will examine the social and ecological implications of living together and ask what it means to belong to a community.

We will explore the ways in which communities at once include and exclude through the often invisible exercise of power. Our intention will be to hone our awareness of intersectional concerns and the ways in which race, gender, sexuality, age, ability and speciesism are intertwined.

Simultaneously we will consider the implications of extending our definitions of community to include the more-than-human and explore how such community relations might be done differently. We will further reflect upon the role of ritual and ritual-like practices and structures that might maintain or support community cohesion, conflict, and the negotiation of change.

Our learning will remain embodied and practical, with external facilitated workshops, spaces for reflection and discussion and weekly critical readings.

**Module lead:** Dr Sarah Elisa Kelly [sarahelisa.kelly@dartington.org](mailto:sarahelisa.kelly@dartington.org)

**Office:** Higher Cross House - rear servant bedrooms (left)

## **Key dates:**

Term dates: w/b 5<sup>th</sup> July – w/b 6<sup>th</sup> Sept

Assessment date (presentations): Wednesday 8<sup>th</sup> Sept and Thursday 9<sup>th</sup> Sept

Assessment date (submission): Thursday 16<sup>th</sup> Sept at 4pm.

Assessment feedback: No later than 8<sup>th</sup> Oct

**Module aims:**

- To critically evaluate the idea of community and the social and ecological implications of living together
- To critically reflect upon how, why, and the ways in which communities at once include and exclude
- To examine worldviews that extend community to include the more-than-human
- To explore the role of ritual and structure in maintaining community

<b>SUMMARY OF TEACHING AND LEARNING</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Additional Information</b>
Lectures	20	
Practical classes and workshops	4	
Seminars	12	
Fieldwork	18	
Tutorials	1	
Peer to Peer	8	
Independent study	237	
<b>Total</b>	300	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**Module assessment**

The assessed module assignment is 100% coursework portfolio to be submitted in Week 11. The portfolio consists of one group presentation (held in Week 10) one collaborative academic report (can be an essay, podcast, video, interview, radio etc or combination thereof of 2500 words or 15 mins equivalent) and one individual academic written reflection of 1500 words.

**The assessment will be made based on:**

Group presentation (30%)

Group academic report max 2500 words (40%)

Individual academic reflection max 1500 words (40%)

The deadline for the Group Academic Report and Individual Reflection will be Thursday 16th at 4pm.

**Assessed module learning outcomes:**

1. Appraise and reflect on the different intersectional implications, social and ecological, of belonging to a community of living beings, in regard to the themes of the module.
2. Demonstrate a critical understanding of, and evaluate, the development of thought regarding the more-than-human.
3. Apply theoretical understanding to appraise the structures that bind communities, maintain boundaries and negotiate change.
4. Work cooperatively in small groups to present findings in front of an audience.

Penalties for late submission apply, please see below.

### **Late Submission/Extenuating circumstances**

If your participation in assessment has been affected by an extenuating circumstance, then you can ask the University to take this into consideration. You can submit a claim for extenuating circumstances to cover late submission of work, non-submission of work or non-attendance at a time specific assessment.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims below:

- <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/extenuating-circumstances>

Where there are no valid extenuating circumstances, the following regulations will automatically apply:

- Work submitted after the deadline date/time but within 24 hours of it, will be capped at the pass mark of 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

It is your responsibility to inform the module leader and programme leader of any extenuating circumstances as soon as possible.

Please also inform the module leader and programme leader of any modified assessment provision that you may require as soon as possible.

### **Further information, guidance and support**

Please familiarise yourself with the following information on plagiarism and what constitutes an “academic offence”:

- <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism>
- <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/exams/exam-rules-and-regulations/examination-offences>

Please also familiarise yourself with the Personal Tutor Information guidance sheets detailing personal tutor roles, and other learning support you are entitled to, both at the Dartington Trust and at Plymouth University.

### **Module Feedback**

We value what our students say: you share your feedback we act upon it. Part of the feedback process includes Module Evaluation. A link to the form and details of where to submit can be found here: **XXX**

# reading list

\*\* texts beneath “see also” are not required but are additional recommendations

## week one

1. Eva Haifa Giraud, extract from *What comes after Entanglement?* p. 1-2
2. Guaicaipuro Cuautémoc, “The Real Foreign Debt” in *Resurgence Magazine* (1997)
3. Ann Phoenix, *What is Intersectionality?*, <https://www.thebritishacademy.ac.uk/blog/what-is-intersectionality/>
4. *On Being* (podcast) John A Powell, *Opening to the question of Belonging* <https://onbeing.org/programs/john-a-powell-opening-to-the-question-of-belonging-may2018/>

### **see also**

5. [Adrienne Rich, Notes toward a Politics of Location \(1984\)](#)
6. *On Being* (podcast) Rev Lucas Johnson *Living the questions, when no question seems big enough* <https://onbeing.org/programs/living-the-questions-when-no-question-seems-big-enough/>

## week two

1. Donna Haraway, “Making Kin” in *Staying with the Trouble* p. 99-103
2. Whitney A Bauman, “Queer Ecology for a Queer Planet” extract from *Meaningful Flesh* p. 115-120
3. adrienne maree brown, extracts from *Pleasure Activism*
4. Andil Gosine, *Non-White Reproduction and Same-Sex Eroticism* in *Queer Ecologies: Sex, Nature, Politics, Desire*

### **see also**

5. Catriona M-Sandilands, “Melancholy Natures, Queer Ecologies” in *Queer Ecologies*
6. David Griffiths, *Queer Theory for Lichens* p.36-44
7. Timothy Morton, “Queer Green Sex Toys” in *Meaningful Flesh* p. 125-142
8. Radiolab (podcast) *The ashes on the Lawn: When nothing seems to work, how do you make change?* <https://www.wnycstudios.org/podcasts/radiolab/articles/ashes-lawn>

## week three

1. The Arbinger Institute, extracts from *The Anatomy of Peace* (2006)
2. Michael Marder, *Resist like a plant* p. 24-31
3. Rob Nixon, *Slow Violence*

### **see also**

1. Rob Nixon, “Introduction” in *Slow Violence, Gender, Environmentalism of the Poor*
2. Sasha Matthewman, Molly Mullen, Tamati Patuwai, *The River Talks: an ecocritical ‘kōrero’ about ecological performance, community activism and ‘slow violence’*.
3. *The Standing Protest* (documentary) <https://www.youtube.com/watch?v=A8rF1veVQs0>

## week four

1. Deborah Bird Rose, “World Crazy” in *Wild Dog Dreaming* p. 108-118
2. Astrida Neimanis, extracts from *Hydrofeminism: Or, On Becoming a body of water*
3. Thom Van Dorren, Eben Kirksey, Ursula Münster, *Multispecies studies: Cultivating Arts of Attentiveness* p. 1-17

**week five**

1. Erin Manning, "Towards a leaky sense of self" in *Always More Than One: Individuations Dance* p. 1-12
2. Alison Kafer, "Bodies of Nature" in *Disability Studies and the Environmental Humanities: Toward an Eco-Crip Theory* p. 201-239

**see also**

3. Stacey Alaimo, Sarah Jaquette Ray, Jay Sibara, "Forward" and "Introduction" in *Disability Studies and the Environmental Humanities*
4. "Hyperrelational Worlding", extract from *Warm Like Ice*

**week six**

1. <https://www.redpepper.org.uk/an-open-letter-to-extinction-rebellion/>
2. David Graeber, David Wengrow *How to change the course of human history (at least, the part that's already happened)* p.1-17
3. Heather Davis and Zoe Todd, *On the Importance of a date, or Decolonizing the Anthropocene*

**week seven**

1. Rebecca Solnit, extract from *Hope in the Dark* p. xi-xv

**see also**

1. Amanda J. Baugh, *Nepantla Environmentalism* p. 832-853
2. On being (podcast) angel Kyodo williams *The world is our field of practice* <https://onbeing.org/programs/angel-kyodo-williams-the-world-is-our-field-of-practice/>

**week eight (optional readings only)**

1. María Puig de la Bellacasa, "Thinking with Care" in *Matters of Care: Speculative Ethics in More than Human Worlds* p. 69-93

**see also**

1. María Puig de la Bellacasa, "The Disruptive Thought of Care", *Matters of Care*

**week nine**

1. Timothy Morton, "Kindness" in *Humankind*
2. Deborah Bird Rose Shimmer, "When All you love is being trashed" in *Arts of Living on a Damaged Planet* p.51-62

**see also**

1. Glenn A. Albrecht, *Exiting the Anthropocene and Entering the Symbiocene* p. 12-16
2. Thich Nhat Hanh, *Joyfully together* (ebook)
3. On Being (podcast) Joanna Macy, Joanna Macy, *A Wild love for the World* (2010) <https://onbeing.org/programs/joanna-macy-a-wild-love-for-the-world/> or *What a world you've got inside of you* (2021) <https://onbeing.org/programs/joanna-macy-and-anita-barrows-what-a-world-youve-got-inside-you/>

## Video

The Uprising of Dignity The Zapatista Movement in Chiapas

<https://www.youtube.com/watch?v=SUJam3HYp59Y>

On the Fence: Chipko Movement Revisited <https://www.youtube.com/watch?v=tlooQxBTrL8>

The Accidental Anarchist <https://www.youtube.com/watch?v=Zh-RQG0xYAM>

Storytelling for Earthly Survival <https://vimeo.com/ondemand/donnaharaway>

Crip Camp <https://www.netflix.com/title/81001496>

My Octopus Teacher <https://www.netflix.com/search?q=octopus&jbv=81045007>

Water Makes Us Wet <https://junonow.com/req.php?req=static.php&page=water-makes-us-wet>

The Great Green Wall <https://junonow.com/req.php?req=static.php&page=the-great-green-wall>

Princess Mononoke <https://www.netflix.com/search?q=princess&jbv=28630857>

Frozen 2 <https://disney.co.uk/movies/frozen-2>

Soul <https://disney.co.uk/movies/soul>

Border <https://www.amazon.co.uk/Border-Eva-Melander/dp/B07TZKJH9G>

Wild Wild Country <https://www.netflix.com/title/80145240/>

## Podcast

Rough Translation: Our Boxes, Ourselves <https://www.npr.org/2021/01/27/961208632/our-boxes-ourselves>

Rough Translation: Libert ,  galit , French Fries... And Couscous <https://www.npr.org/2021/04/06/984838419/liberte-egalite-french-fries-and-couscous>

Rough Translation: Rewriting The Travel Guidebook With Nanjala Nyabola <https://www.npr.org/2021/02/24/971101662/rewriting-the-travel-guidebook-with-nanjala-nyabola>

Rough Translation: What would Jesus Drive <https://www.npr.org/2019/07/18/743118522/what-would-jesus-drive>

## Poetry

<https://www.poetryfoundation.org/poets/hafez>

<https://www.poetryfoundation.org/poets/elizabeth-jane-burnett>

<https://www.poetryfoundation.org/poets/mary-oliver>

<https://www.poetryfoundation.org/poets/david-whyte>