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

Key dates:
Term dates: w/b 5th July – w/b 6th Sept
Assessment date (presentations): Wednesday 8th Sept and Thursday 9th Sept
Assessment date (submission): Thursday 16th Sept at 4pm.
Assessment feedback: No later than 8th 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

### 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:


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/regulations/plagiarism)

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**

3. Ann Phoenix, *What is Intersectionality?*, [https://www.thebritishacademy.ac.uk/blog/what-is-intersectionality/](https://www.thebritishacademy.ac.uk/blog/what-is-intersectionality/)

**see also**


**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*

**see also**

5. Catriona M-Sandilands, “Melancholy Natures, Queer Ecologies” in Queer Ecologies
6. David Griffiths, *Queer Theory for Lichens* p.36-44
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](https://www.wnycstudios.org/podcasts/radiolab/articles/ashes-lawn)

**week three**

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](https://www.youtube.com/watch?v=A8rF1veVQs0)

**week four**

2. Astrida Neimanis, extracts from *Hydrofeminism: Or, On Becoming a body of water*
week five

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

2. David Graebar, 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

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)
Video

The Uprising of Dignity The Zapatista Movement in Chiapas  
https://www.youtube.com/watch?v=SUam3HYp59Y

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  

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: Liberté, Égalité, French Fries... And Couscous  
https://www.npr.org/2021/04/06/984838419/liberte-equalite-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