

## COURSE OUTLINE

### MA Movement Mind and Ecology

This programme explores the rich intersection of embodied practice, environmental philosophy, and ecological thinking. Literally grounded in the experience of its participants to place, this programme has the capacity to reshape our relationship to broader world, to nature, and to ourselves. By drawing on the expertise of existing faculty and staff at Schumacher College and on world-renowned experts in a wide range of physical pursuits, the MA in Movement Mind and Ecology offers a unique opportunity for students' physical, corporeal engagement with the world through the diverse threads of ecophilosophy, mindfulness, and ecological thinking.

The location of Schumacher College nearby to both Dartmoor National Park and the South Devon coastline presents a range of outdoor opportunities for students enrolled in the programme including access to trail running, canoeing, kayaking, rock climbing, cycling, swimming, both within the Dartington Estate and surrounds. Partnerships with on and off campus organisations and individuals including Dynamic Adventures, Devon; TYF, Wales; Wildwise, Devon; Rickey Gates (ultrarunner and author); Lizzy Hawker (ultrarunner, adventurer, author, race director); and Annelie Pompe (free diver, seven summits mountaineer, author).

Students may choose to take the MA course full-time over one year, or part-time over two years. The course follows a low-residency model in which students are on-site in a residential learning community for 5 weeks each term and continue to learn off-site supported by online learning tools for 7 weeks each term.

#### MODULE CONTENT:

##### 1. MOVEMENT and MIND

By foregrounding the embodied engagement of students with natural places through a variety of different physical means, this module lays the foundation for Movement, Mind and Ecology. In this module, students are introduced to methods of practice-led inquiry that involve physical engagement with the more-than-human world, intentional interspecies collaborations, and an understanding of socioecological systems.

Activation, adaptation and assimilation are key terms that underpin the development of movement practices in this module. Moving fluently between indoor studio practice and outdoor site-responsive learning, we will develop together a post-phenomenological inquiry into body-land-movement

studies, articulated through somatic processes to do with sensory perception, body-responsibility, ethical encounter and deep adaptation.

During the five week residency block, teaching will be delivered through a mixture of practical seminars and experiential workshops as well as lectures and individual tutorials. Your assessment will take the form of a nuanced critical presentation, presented individually and supported by micro assignments that reflect critical frameworks and methodologies covered in the module. Supporting your practical inquiry is an ongoing critical dialogue formed through a reflective journal, while the role of documentation and dissemination of your developing research practice will be embedded using integrated technology and creative digital communication tools.

## 2. ECOLOGY and EMBODIMENT

This module shifts the focus on ecology and foregrounds the role of movement in ecological systems, from protosemiotic responses in bacteria and migration to climate adaptation and ocean currents to isostatic rebound and more. Students will engage in guided individual projects throughout the module, culminating in a final practical project that interweaves an embodied connection to place with a deeper understanding of the dynamic nature of the systems in which we are all already a part.

Through disciplines such as movement ecology or environmental philosophy, you will explore in lectures the role of movement across different environmental experiential scales from microscopic to climatic. Workshops and seminars will involve contrasting methods of movement and embodied practice as a way to explore inter-species storytelling, and to bridge the boundary between self, community, and the more-than-human world. Migration of humans and non-humans will be used to interrogate existing anthropocentric boundaries and critical zones for defining a socioecological approach to human/non-human interactions. A field trip to the Dartmoor National Park will allow you to understand the significance of the intersection of embodiment, environmental thought, and ecological systems in this complex and rich living landscape.

Your assessment will take the form of a poster presentation, presented individually, that interweaves an embodied connection to place with a deeper understanding of the dynamic nature of the systems in which we are all already a part. This project will be supported by micro assignments that reflect critically the myriad ways in which movement entangles the human with the more-than-human world. You will continue to develop your critical reflexion through your reflective journal and consider your own practice and how it connects with different types of movements, whether humans or more-than-humans.

## 3. MEDIATING BOUNDARIES

This module focuses on boundaries, migrations, and exploring alternatives to binary constructions of our relationship to place. The module grounds students' intellectual engagement with boundary concepts in direct personal experience with a diversity of borders and boundaries. The focus of the module on exploring, understanding, and challenging boundaries is mediated by physical practice through which students will use a phenomenological lens with which to explore the limits of the self. Students will reflect on border making as an active practice, building from concepts and methodologies developed across modules one and two, examining spatio-political discourses around decolonisation, looking at contested landscapes, human and non-human species migration as also affective discourses through reflexive somatic inquiry around boundary relationships through creative experience using screen based technologies.

As part of this module you will prepare for and undertake a negotiated one week field trip in one of our established centres, building clear strategies of engagement articulated through your ongoing

reflective writing practice and a group presentation. Your field trip will be supported by critical frameworks developed from sensory ethnography, focusing on an ecological conception of knowledge production and exchange that challenges dualistic and binary thinking, through engaging in human and non-human perspectives, sensations and interconnections.

#### 4. PERFORMING PLACE

Students will work toward developing their own active physical practice that can help extend concepts raised throughout the course and help others find their own connections to place through physical action and bodily engagement. In this largely practical module, students will work with partners in the areas of event development, design, and coordination; green health; outdoors access and recreation; adventure learning; and others to take steps to design, develop, and work toward deployment of a community-facing project. Building from their own emerging signature practice, students will design and negotiate a public facing project with a community of their choice, exploring synergies and transdisciplinary approaches developed through the program. Supporting your professional public facing projects will be a series of lectures, tutorials, case studies and select reading materials, developing ethnographic approaches to research, and drawing on peer and self-assessment and evaluative critical review.

#### DISSERTATION / PRACTICAL PROJECT:

This final module provides students with the opportunity to undertake a major, sustained, critical and evaluative piece of research, and to present the results in the form of either a written dissertation, or a project with written reflective and critical commentary. Students will explore and respond to the theoretical and practical understanding they have acquired, applying it to a particular research question.

#### SCHEDULE:

<b>Term 1</b>			
<b>Residential Learning</b>			<b>Off-Site Learning</b>
17-18 June	21 June – 7 July	8 July – 23 July	26 July – 3 Sep
Student Welcome	Movement & Mind	Ecology & Embodiment	M&M and E&E
<b>Term 2</b>			
<b>Residential Learning</b>		<b>Off-Site Learning</b>	<b>Residential Learning</b>
13 Sep – 24 Sep	27 Sep – 9 Oct (field trip 4 – 9 Oct)	11 Oct – 27 Nov	29 Nov – 10 Dec
Performing Place	Mediating Boundaries	Performing Place & Mediating Boundaries	Performing Place
<b>Term 3</b>			
Off-site learning			
10 Jan – 31 Mar 2022			
Dissertation			

## RECOMMENDED READING

Bowman, Katy, and Jillian Nicol. *Movement Matters: Essays on: Movement Science, Movement Ecology and the Nature of Movement*. Propriometrics Press, 2016.

Haraway, D. J. (2016). *Staying with the trouble: Making kin in the Chthulucene*. Durham: Duke University Press.

Hawker, Lizzy. *Runner: a Short Story about a Long Run*. Aurum Press, 2018.

Heise, Ursula K. *Sense of Place and Sense of Planet: the Environmental Imagination of the Global*. Oxford University Press, 2010.

Hunter, V. (2021) *Site, Dance and Body Movement, Materials and Corporeal Engagement*, London: Palgrave Macmillan.

Ingold, T. (2011). *Being alive: essays on movement, knowledge and description*. London; New York: Routledge.

\_\_\_\_\_ (2001) *The Perception of the Environment, Essays on Dwellings Livelihood and Skill* pp:145-156 Routledge Press, London.

Manning, E., & Massumi, B. (2014). *Thought in the Act: Passages in the Ecology of Experience*. Minneapolis: University of Minnesota Press.

Morton, T. (2013) *Hyperobjects: Philosophy and Ecology After the End of the World*. Minneapolis, MN: University of Minnesota Press.

Reeve, Sandra. *Nine Ways of Seeing a Body*. Triarchy Press, 2011.

Sweeney, R. (2020) 'Migrating Gestures: Body Weather as a cartographic process within interdisciplinary pedagogy' in *The Dancer Citizen* online journal  
<http://dancercitizen.org/issue-10/rachel-sweeney>

Tsing, A. L. (2015). *The mushroom at the end of the world: On the possibility of life in capitalist ruins*. Princeton University Press.