Ecology and Embodiment

Module Code: SCH5491

MA Movement Mind Ecology

Module Leader: **Marie Metenier**
Other Module Staff: - **Pavel Cenkl, Rachel Sweeney**

Contents

Welcome and Introduction

Welcome to Dartington!

Each year, students from all over the world come to Dartington's Schumacher College and Arts School to share in a uniquely immersive learning experience. Alongside faculty, staff, facilitators, and volunteers you have chosen to become part of a learning community that is truly a creative catalyst for more just and sustainable ways of living.

As you start on your learning journey – whether that's in person or online -- you will quickly find yourself part of a vibrant and organic community in which learning transcends the boundaries of the classroom and moves into the gardens, the kitchens, and the more-than-human world around us.
Learning is a deeply shared experience here. Our programmes -- in Economics, Design, Arts, Food and Farming, Movement, Ecology and more -- are only part of a constellation of experiences that includes every facet of daily life: from the food you eat (much of which is grown right on the Estate), to the performances and films you attend, to the community work you join in, to walks in the woods and wild swimming in the River Dart.

In becoming a student here, you will also add your own experience and expertise to a global network of nearly 20,000 alumni, lecturers, and practitioners who continue the critical work of helping to address the world's tremendous environmental and social challenges.
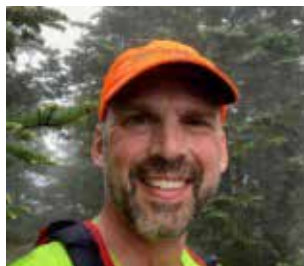
We are so glad you are here, and we look forward to getting to work with you.

Warmly,

Pavel Cenkl
Director of Learning, Dartington Trust Head of Schumacher College

Teaching and Assessment Team

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Dr Rachel Sweeney
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Programme Leader:	Dr Rachel Sweeney
Location:	Schumacher College
Email:	**Rachel.Sweeney@dartington.org**
Phone number:	
Student meeting times:	Tuesdays 16.00 – 18.00 Thursdays 10.00-12.00

Module leader:	Dr Marie Metenier
Location:	Schumacher College
Email:	**Marie.Metenier@dartington.org**
Phone number:	
Student meeting times:	Mondays 10.00 – 12.00

Module Aims

MODULE AIMS:
- To understand the role and interweaving of movement across different environmental and experiential scales from microscopic to climatic
- To investigate movement and embodied practice as a way to bridge the boundary between self, community, and the more-than-human world
- To develop skills to be able to apply a synthesis of environmental thinking, ecological systems, and physical movement.
- To consider critically the myriad ways in which movement entangles the human with the more- than-human world.

Module Assessed Learning Outcomes

ASSESSED LEARNING OUTCOMES: (please refer to the Programme Specification for relevant award/ programme Learning Outcomes.)

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
	MA Movement, Mind and Ecology
1. Demonstrate an ability to engage with, understand, and articulate a *movement ecology* in both human and more-than-human contexts.	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.3, 8.2.4, 8.3.2, 8.3.4, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3
2. In the light of theory and embodied experience, reflect critically upon and evaluate the ways in which movement practices entangle us with the more-than-human world.	8.1.2, 8.1.3, 8.1.4, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.5.4
3. Articulate and appraise thought regarding the relationship between ecology, movement, and place	8.1.1, 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.5.4
4. Present a completed artefact, and a reflective rationale, in front of an audience.	8.3.2, 8.4.1, 8.5.3

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

ACADEMIC YEAR: 2020/21	NATIONAL COST CENTRE: 124
MODULE LEADER: Marie Metenier	OTHER MODULE STAFF: Pavel Cenkl, Sarah Gray

Summary of Module Content

Students will explore a diversity of ecological systems in the face of a changing climate to provide a framework with which they can understand the challenges of accurately representing, mapping, and predicting emergent properties of complex ecological systems. From protosemiosis to glacial surges, we will look across evolving rhythms of more-than-human agency, movement, and relational practices across species to challenge assumptions about what constitutes a body, what defines movement, and how can communities and bioregions emerge and merge into new forms. The physiology of movement will be an ongoing theme that grounds our conversations and enquiries.

Migration of non-human animals including birds, reindeer, amphibians, and fish, will be used to interrogate existing anthropocentric boundaries and develop a bioregional framework for defining a socioecological approach to human/non-human interactions.

Students will use their understanding of movement in ecological systems and their exploration of interspecies communication and collaborations, through the lens of biosemiotics and, more broadly ecosemiotics, to envisage alternate, interweaving approaches to communication among and across species. A project in which students engage questions about collaborative interspecies movement will be the capstone to this module.

MA Movement Mind and Ecology is validated by the University of Plymouth.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including the approved programme specification and Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Dartington Learning's resources for students, including your general student handbook and your module guides: **https://www.dartington.org/about/learning/resources-for-students/**
- Your University of Plymouth Student Handbook: **https://www.plymouth.ac.uk/students-and-family/governance/student-handbook**

Teaching and Learning Strategy

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information** *Your Ecology and Embodiment module is delivered through a blend of workshops, practical seminars and lectures. The module features one field trip and sessions with international quest lecturers and key speakers, as also invited staff from Schumacher's wider teaching and learning community.*
Lecture	15	
Demonstrations and workshops	15	Movement practice demonstrations and workshops
Seminars	12	
Field trips	6	One field trip
Tutorials	1	
Peer to peer	8	Reading groups, self-assessment
Independent study	243	
Total	300	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

Students are expected to take full responsibility for their learning, **attend all** scheduled sessions, read appropriate indicated readings, and work on set exercises (formative and summative assessment).

Based on previous experience; students who failed to attend sessions are likely to be unsuccessful or show poor performance. Please ensure that you are engaging with the content and learning activities relating to this module.

Scheme of Work

This module will be assessed by:

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SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	1 x written/image poster presentation (oral presentation) ALO 1-4	50%
	1000-word essay ALO 1-3	40%
	Reflective journal ALO 1,3	10%

Please note that this schedule may be subject to alteration; you are advised to use the links below.

Hand in Process and Submission of Assessed Work

All assessment assignments must be submitted via an electronic 'drop box' on the Virtual Learning Environment to meet the date and time as published in your Teaching, Learning and Assessment Handbook. Where CDs, DVDs or other project materials are submitted as part of the project, these should, where possible, be submitted in triplicate, enabling both of the main markers and the External Examiner to receive copies. These must be presented by the specified date and time to the postgraduate administration office. In the event the Postgraduate administration team are unavailable a member of faculty will be nominated to accept submissions in advance of each deadline date.

Turnitin

Turnitin (http://www.turnitinuk.com/) is an Internet-based 'originality checking tool' which allows documents to be compared with content on the Internet, in journals and in an archive of previously submitted works. It can help to detect unintentional or deliberate plagiarism.

It is a formative tool that makes it easy for students to review their citations and referencing as an aid to learning good academic practice. Turnitin produces an 'originality report' which may be necessary to be attached to your coursework and your tutors will advise you on how to access and use Turnitin where required for your studies. To learn more about Turnitin go to: https://help.turnitin.com/Home.htm

Key teaching materials

These will comprise pre-class readings, follow-up resources, videos, podcasts, digital presentations etc. All these will be posted on our digtal resource bank, the Virtual Learning Environment (VLE).

Full details on the module together with information on assessment and feedback can be found here https://open.schumachercollege.org.uk/course/view.php?id=184

Late Work/Extenuating Circumstances

If your participation in an examination or 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, such as an examination, test presentation or performance, or field class.

Information regarding the Extenuating Circumstances policy and how and where to submit Extenuating Circumstance Claims are available here: **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 50%
- Work submitted 24 hours after the deadline will receive a mark of zero.

Sources of Guidance and Support

In the intimate context of Schumacher College where class sizes are small, opportunities for conversations and informal tutorials with staff happen on a daily basis both within and beyond the classroom. In addition, a formal 45-minute tutorial is provided in the study week at the end of each module.

In addition please find link below for information about other support services and advice:
https://www.dartington.org/about/learning/resources-for-students/

Referencing Protocols and Academic Offences

When writing a report or an essay you are expected to fully reference the materials you have used. The report or essay should be your own work, in your own words.

Plagiarism is an offence under the University regulations on examination and assessment offences. It is important that you familiarise yourself with what constitutes plagiarism, and academic offences. Further information can be found:

https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations/plagiarism

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

Reading List; Recommended Texts/Support Materials

- Abram, D. (1997). *The spell of the sensuous : perception and language in a more-than-human world* (New York: Vintage Books.
- Barrett, E. & Bolt, B., 2012. *Practice as research: approaches to creative arts enquiry*, London: I. B. Tauris.
- Bastian, M. (2017). 'Towards a more-than-human participatory research', in M. Bastian, O. Jones, N. Moore, & E. Roe (Eds.), *Participatory Research in More-than-human Worlds*. London: Routledge.
- Desing, H. et al (2020) 'A circular economy within the planetary boundaries: Towards a resource based, systemic approach' in *Resources, Conservation and Recycling* Vol 155.
- Despret, V. (2016). What would animals say if we asked the right questions? (Vol. 38)
- University of Minnesota Press.
- Greenhough, B., Read, C. J., Lorimer, J., Lezaun, J., McLeod, C., Benezra, A., ... & Wills, J. (2020). Setting the agenda for social science research on the human microbiome. *Palgrave Communications*, *6*(1), 1-11.
- Haraway, D. J. (2016). *Staying with the trouble : Making kin in the Chthulucene*. Durham: Duke University Press.
- Ingold, T. (2011). Being alive: essays on movement, knowledge and description. London;
- New York: Routledge.
- Ingolds, T (2001) The Perception of the Environment, Essays on Dwellings Livelihood and
- Skill pp:145-156 Routledge Press, London.
- Latour, B. (2017). *Facing Gaia: Eight lectures on the new climatic regime*. John Wiley & Sons.
- Sevestre, Heïdi, and Douglas I. Benn. "Climatic and Geometric Controls on the Global Distribution of Surge-Type Glaciers: Implications for a Unifying Model of Surging." *Journal of Glaciology*, vol. 61, no. 228, 2015, pp. 646–662., doi:10.3189/2015jog14j136.

WEB SOURCES

- http://feralatlas.org/
- https://www.anthropocene-curriculum.org/
- https://www.antiatlas-journal.net/en/
- https://www.humansandnature.org/exiting-the-anthropocene-and-entering-the-symbiocene
- http://mis-guide.com/
- https://remapthemap.wordpress.com/
- http://www.textures-platform.com/
- https://www.rcs.ac.uk/research/staff-research/antroprocene-art/
- https://www.interculturalroots.org/
- https://endolove.slyrabbit.net/
- https://critical-zones.zkm.de/#!/
- http://www.untitledstates.net/

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:
https://open.schumachercollege.org.uk/course/view.php?id=179